

THE MURBANIA WAY

Learning through Projects



mirambika

Free Progress School

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Research Center for Integral Education and Human Values
An Institute of Sri Aurobindo Education Society
Sri Aurobindo Marg, New Delhi - 110016
Phone: 26863741, Fax: 26857449
E-mail: aurobindo@vsnl.com

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THE MIRAMBIKA WAY

What this book is about...

Project work in mirambika is a continuation of books written in Mirambika on different aspects of learning and growth. It is a sequel to a book on Physical Education - the mirambika way. Each of these books are an outcome of recording our experiences over several years in the groups and selection of some of these

narratives to illustrate how projects work. The focus is on practically applying the ideas of facilitating learners to explore, develop independent learning styles and enable an all round growth of the self, through mental, emotional and practical development. The book focuses on choosing, designing, carrying out and evaluating

learning and presenting project work. It illustrates with concrete experiences how the child and facilitator both shared the responsibility of learning. Significant is also the ways in which blockages and inadequacies were circumvented and resolved. The second part of the book contains the sample projects under

taken by the different age groups.

This book is a small step towards making projects and topic based learning meaningful and suggestions for resources are always welcome.

Mirambika team, New Delhi

Acknowledgement

Mirambika gratefully acknowledges all children and diya's contribution to sharing their experiences.

We thank all our parents who have supported us to develop and design this book and undertake many of these projects. We are grateful to Mrs Indu Pillai for her valuable suggestions and encouragement.

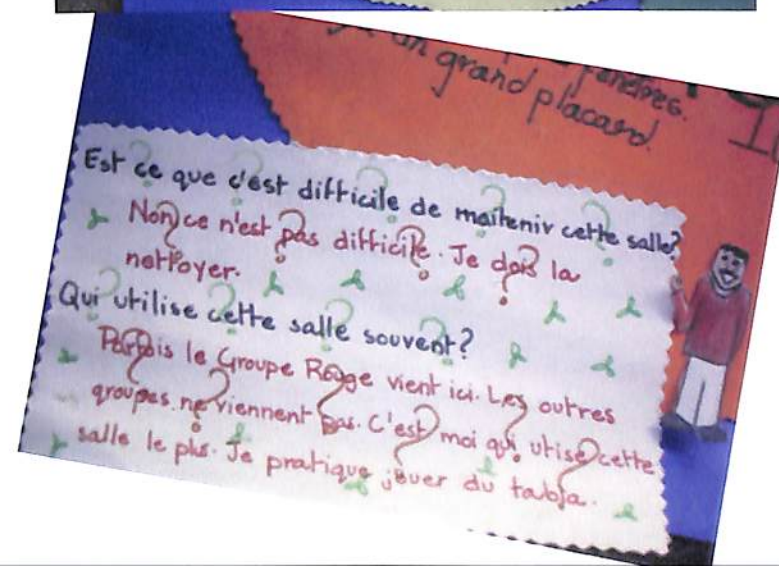
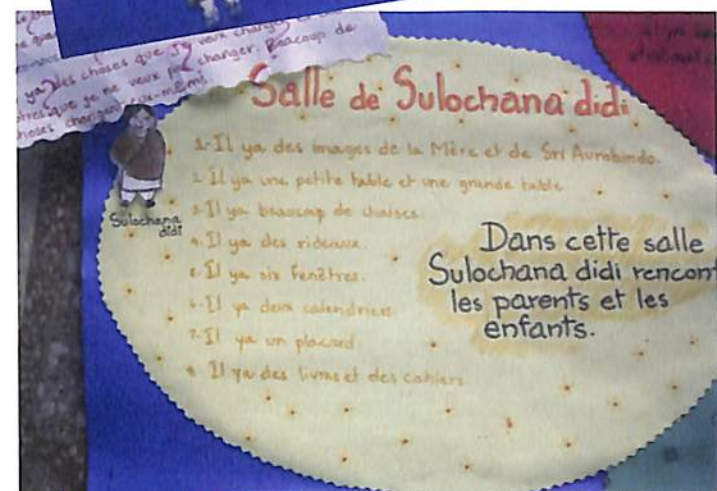
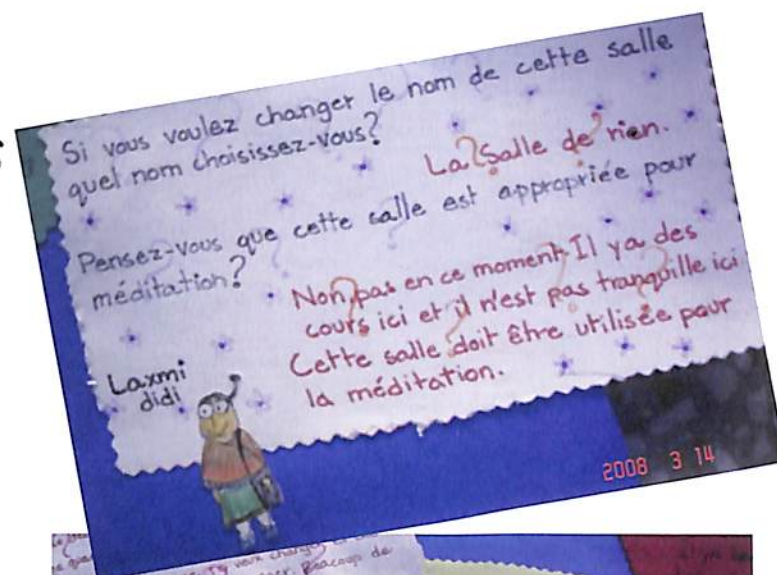
We acknowledge with grace that inspiration we draw from Mirambika's philosophy to cheerfully endeavour to always grow.

Mirambika Team

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The Craftsman and the Craft grown inly one
Achieve perfection by the magic throb
And passion of their close identity.

Savitri, page 112
Sri Aurobindo

*O Lord, I turn towards Thee
with a devotion at once joyful
and solemn and
I implore Thee:*

*Let Thy Love manifest,
Thy reign come.*

*May Thy peace govern
the world.*

The Mother
Prayers and Meditations

Introduction

The project work is one of the major components in mirambika through which the Free Progress and Integral Education philosophy is put into effect. Now the question arises how this project work helps to achieve Mirambika's aim or goal? What is the relation of project work and the philosophy of Mirambika? These questions lead to this study and an effort to understand its importance, nature and scope, how is it planned, executed and evaluated.

Now let us spend some time in understanding the aim or philosophy of mirambika. The main purpose of mirambika's existence is to awaken the psychic being and be guided by it. Who so ever comes in contact with mirambika - children, diyas and parents are influenced by the Mother and Sri Aurobindo's philosophy of Free Progress and Integral Education. The Mother has explained the meaning of Free Progress like this 'A progress guided by the soul, not subjected to habits, conventions or preconceived ideas'. This attainment is our life long goal. Some have made and are making an effort to realize this. It is not enough if only the psychic being is awakened. It needs instruments through which it will manifest. The instruments are our mind (thoughts), vital (feelings) and physical (actions). Neeltje has explained the meaning of integral education in her book 'Psychic Education' as follows - 'Integral Education has two components. The first is that it aims at allowing the psychic being to come to the foreground. The second component aims at perfecting and developing the mental, vital and physical nature of the being into good instruments for the psychic to express itself in the world.'

The Need of Project work

How this ideology is translated into practice through project work is our point of discussion. Let us understand this step by step. What do we understand by project and project work?

The concept of project work was taken from Carl Roger, who has introduced this approach of learning. He emphasized only on the cognitive aspect of development of the being. He had practised this with graduate students. But in Mirambika we have developed it in a different way. As the Mother says 'We are here to do what others cannot do because they do not have the idea that it can be done. We are here to open the way of the Future to children who belong to the Future.' Most of us have come from the conventional education system and we are very much aware how it was and its impact on our lives. Since we are so much conditioned to the old way of thinking and doing things, it becomes very difficult to break that and think non-conventionally. Most of us find it difficult to plan out and create something new, which is not from our memory or our past experience. One example is teaching with a black board. We all spontaneously fall back to this habit of imparting information. Project work helps to break this barrier. Our constant effort is to change our old habits. How the project work helps to reach the goals of Mirambika's educational philosophy? Children are encouraged to find the answers on their own rather than the diyas reading out from a text or telling them the answer. The diyas make sure that the answers which the children write are original. More emphasis is given on assimilation and understanding by providing practical and experiential activities. The concentration of diyas is on the individual's growth and use of his potential. There are no prescribed text books or rigid curriculum to be followed. The project evolves while working with children. Now we will see how a new project evolves.

Evolution of a New Project

The Planning of a new project generally starts with evaluation of the previous project or period. There are two approaches possible, one more intuitive and the other more analytical and systematic. Both are needed and will generally be used together. For the sake of clarity we will give them here separately, though each teacher should find his own way of weaving them into one fabric together.

When we try to use our intuition, we first need to make our mind silent, concentrate in our heart, forehead or above, try to become as subtle, refined, light as we are capable of. We can choose a particular child or a particular activity about which we want to gain more insight. We can also choose to just allow the screen of our inner vision to be filled by itself with any happening of the last week. While looking on, it will become clear to us why this picture came in front of me. We need to allow the image of the child or the group to show us or tell us what was really special about the previous project, what was really beautiful, what was really shocking or frustrating and how it could be set right, what was satisfying, what needs further work. Evidently listening to our intuition is

an art, which needs to be developed. If it is difficult to be absolutely silent we can allow the normal mental activities to go on unheeded in the background. It is something like listening to the person next to us in the midst of a noisy party. It may not be as pleasant as listening in complete silence but is certainly possible. Initially the intuitive process may not work with all the children in our group. (This is in fact a good way to find out against which children we have an unconscious "block" or other negative reaction.)

Intuition may be used mainly to get at the essence of the growth process of the child. Some of the material which comes up in this process may not really fit into the down to earth part of the evaluation. It is important to write these messages down though. They are the insights that make education worth the effort. Paying attention to them or writing them down will help to become more sensitive and subtle and to do the right thing at the right time for the soul of the child. Besides, they can be a great source of inspiration for others.

Breaking through traditional method
(Reflection by Jayanthi, facilitator)

The approach to project in Mirambika included all the above steps. But these formed a small part of project work, as I gradually found out, while working on projects over the past 2 odd years. I was not able to grasp the methodology involved and the other aspects to project work in Mirambika immediately. I learnt by doing it, and I learnt more and more how ineffectively we were carrying it out each time a project with the Unity group (2006-2007) started. It was no longer about mastery of facts. In fact, that was something anyone and anybody given a sound mind could master. There was more to learning. My mainstream mentality stuck to me hard and faithful and still does, in many ways. The focus in my mind had to change. The focus had to shift to the person, the child and the child's independent learning.

One had to take a boat-ride into the mind of the child and observe quietly how that mind unraveled the treasures of secrets that its senses washed onto its shores; how the child made sense out of the information and interpreted them and expressed them ultimately was something the diya had to know, in concrete ways. Having worked with 15 and 16 year olds, children of 9+ offered themselves as vastly different players on the field of learning. Child Psychology became a matter of importance, no mere theory to mug up and measure a child. Besides the mind of the child, exploring his or her heart space and getting familiar with that environment was another call I had to heed. To this expanding potpourri of mind and heart was added another dimension. His or her physical capabilities, capacities as well as age-related limitations.

In a most perfect surrender and a most entire trust I wait: Thy voice showing me Thy path.

The Mother, Prayers and Meditations

Ashish (ten years old) had been working with me since last two months. Seemingly easily distracted, I would find him frustrated. He was not happy with what ever he was doing; every thing was boring for him. He did not have a sense of direction in his thoughts and feelings and involvement in any activity except playing football. This bothered me very much. Later in the evening when I was reflecting on each child, the image of Ashish came up, angry and frustrated, to say 'you do not allow me to play football after lunch and even after school. I do not like the school. Even at home I do not get enough friends to play.'

This was enough for me to get the message. Later I found out that since Red group (4 years old) he had been spending time in the school after the school was over. His parents come home only at night. He had been missing attention and care of his parents since a long time. Every thing together had troubled him now.

So, the next project he was guided to take up was 'Football'. He worked independently in searching books in the library, made the project file and of course played football a lot with other friends.

Attention of parents also was ensured. The analytical approach will have to come to our help too. Here it is important to work systematically and the analytical approach should give a detailed and

complete picture of what is and what is not done during the project:

1. **AIMS:** Have they all received attention? If not, why? What is the outcome?
2. **RESOURCES:** Of books: Which pages have actually been used? Were they really studied, read, glanced through; were they interesting, inspiring, informative, boring? Of people, institutions: Were they reached, helpful, advisable for next time? Of Video tapes: Which part has been used, were they interesting, beautiful, inspiring, to the point?
3. **ACTIVITIES:** Completed or not? If done, how? If not, why?
4. **LEARNING:** Satisfying, still to be consolidated? How/ when will this be done? What was gained? Unexpected outcomes? New Questions?

Selecting a New Project

The next step is selecting a new project. As mentioned earlier, in mirambika we do not have any rigid curriculum or a fixed syllabus, how does one go ahead with content learning, how one does know what to do, which area of learning should one take up and when? Who decides what is to be done? Is it decided by the facilitator alone or by the learners or by both? We have got few hints about some of the answers to these

questions in the previous paragraphs. Truly, the answers are found while working with children, for in essence there are no fixed answers to these questions.

While working the teacher observes some needs in the children. The need of learning - the need to work on one's anger, depression, will power, sincerity, need to work on widening and expanding one's own mind, need to express with clarity and conviction, the need can be to work on how children learn, child psychology, studying about the evolution of life and the progress of humankind.

To judge the potential of a project-choice it may be helpful to remember the difference between deficiency needs and growth needs. Actions motivated by deficiency needs are directed towards reduction of anxiety or need and the satisfaction of short term goals (like pleasing the teachers); they are beset with excitement and lack of real satisfaction. Action governed by growth needs are directed towards enlargement; being busy with them gives already a deep joy and satisfaction and success with in-between-goals increases the enthusiasm to continue.

The next question is what is the role of the facilitator in the process of selecting the project. The facilitator's role is very crucial. The facilitator tries to feel and understand why the child wants to do a certain project, what is the motivational force that

is working behind, has the child genuine interest or is it because of some superficial reason like friends' attraction or pressure, parental influence etc. For a successful project it is important that we reach a level of concreteness on why, what, how. 'Because I like it' is not concrete enough for a choice. One needs to see how it fits in the child's life. 'I will go to Madras so I want to know....' is already better. But it is still better also to find out what he feels about going to Madras, etc.

When no convincing choice for any new project evolves, a thorough and clear analysis is needed. If the learning process is natural and spontaneous there should not be any confusion or lack of clarity. Common ones are (1) frustration while working which remained unconscious and unresolved, (2) persisting too long in a single pursuit which did not feed some other equally essential part of the child's nature or (3) imposition of some activity which was not owned by the student. (All this holds evidently for teachers as well as for students!) One needs to reflect on these issues and get insights.

Asha, a ten year old child was very much emotionally insecure. She used to cry for every little thing. When all the children were choosing the individual projects, Asha was not able to think anything. She wasn't at all prepared to decide on

any of the areas which even the teachers were suggesting. The matter was taken deeply and seriously and it was found out that since last few years her parents leave her alone with the maid and go for work out of station. This has been piling up in her. During this time also her parents had left her alone and gone out. She continued being unhappy. We shared this with the parents. They accepted the problem. After fifteen days the family planned a trip to South Africa. This time she had joined with the family. On her return there was lot of confidence, joy and stability in her and she was focused. She worked well in the later projects.

Once the facilitator is satisfied with the reasons and the project is selected, then with the child the facilitator plans out the aims, activities and defines and delimits the content area, which is very important. This applies in both individual and group project. To guide the child effectively the facilitator needs to have over all understanding of the education needed at different ages, the psychology of the children and each child's nature of working, his/her behav-

iour, response and his/her learning style. Then only the facilitator is able to guide the learners effectively in the process of selecting and working out the project. In this process the facilitator learns as much as the learner.

Even when the school gets over, the thought process and planning still goes on in the form of reflecting back on the day i.e. how could it have been better and the unfinished things to be looked forward for the next day. It's completely getting into the psychic of a child to know him. This helps us to plan the activities for the next topic. While drawing and colouring we found lot of children scared to use poster colours. We made sure the next activity we take we'll encourage them to draw and paint as much as they want. It helped to take the fear out of them and they feel delighted while using the colours. A little guidance to what brush to be used and when and how to highlight a branch of a tree made them look forward to paint more. Reflected by a teacher (with nine years old)

Nature: The nature of the project varies widely. The project can be a group project, sub group or individual. The project can be studying about ants because they were disturbing the group environment or it can be studying about stars and planets because the children were curious to know details about space after observing solar eclipse. The project can be a physical like garden-

ing, designing or Carpentry, or as inward as working on self-discipline, generosity, etc. or as different as about knowing and understanding atoms, forces, Light or Classification of elements and living things.

'Me and myself: A project decided by the diya's for six years old

Though we chose this topic for a particular period of time, I feel this is a life long project. And in the group this should continue throughout the year. The aim of this topic is to 'know one self and master oneself'. All the activities we planned for this topic were mainly related to self reflection. We started the topic with the question: 'who am I?' Children answered variedly: Few of the answers were like this: I am a flower, I am a light, I am a God, I am a player, I am a singer, I am a dancer etc.

Other important aspects on which children have introspected were:

>> What do I have? (Aim was to make them aware about their body, emotions, mind and the deeper part)

>> How do I feel in the morning and in the afternoon? (They drew their own face and wrote one word)

Ananya's self-reflection:

>> I feel sleepy. (Morning)

>> I feel happy. (Afternoon)

>> I feel strong. (Morning)

>> I feel confident. (Afternoon)

>> What I want to be and what I don't want to be:

>> Aara's self reflection:

>> I want to come to the group before music time.

>> I want to be quick and alert.

>> I want the hen to lay more eggs.

>> I want the cock to get back his feathers.

>> When do I feel free and when do I feel close:

Dhwaani's self reflection:

>> I feel free when I see the birds flying in the sky

>> I feel free when lying on the grass I look at the clouds.

>> I feel free when I look at the water in the pond.

>> I feel close when I sit inside the circle.

>> I feel close when I go in a car.

>> I feel close when I am inside the house.

Project: Post Office

Yellow group (7 year old)

After new session when children came to Yellow group, we noticed and observed a lot of changes in their behavior and response towards the surroundings. The new yellow group environment slowly made our children to think about themselves

somehow in depth and independently. Children were curious to know about every thing about their surrounding. We also observed the seed of their friendship growing stronger. They were giving and passing small messages to each other for inviting to their houses or greeting each other. So we thought why not we select a topic where children will be able to know about how to write letters to all age groups of person and much more about the post office. So we discussed with our children and worked on this topic. Also at their age group, we feel children tend to express their emotions and feelings with their peers. They seek love and friendship from all. After sharing about the project with our children we got to know that they all are eager to know about 'early days and ways of communication'. So we noted down about what they actually wanted to know from this topic. Some children wanted to know about different stamps, some about the postman, some about letter writing and some about sending letters. Though we both diya's have already planned out about the activities still we matched children's wanting with our pre-planned activities. Hence we stepped forward in this topic.

Project: Simple Toys

Blue group (five year old)

Need of the chosen Project: The main reason to choose this project was to give direction to the children in playing with

other things which they can make themselves. All the children were getting influenced by bye-blade.

Planning

Planning is the next step of project work. Why is planning very important? Who plans the project - the facilitator or the child? Are the children involved in planning? It is very important to do proper planning with a lot of clarity, knowledge and in the right direction since in Mirambika there is no fixed curriculum or syllabus. Qualitative planning has better effect on the children. Planning includes deciding aims, preparing activities and fixing criteria for evaluating the activity including the learner and the facilitator.

Working out the aims: To work out the aims the same basic tools of intuition and reason are available to us that we discussed earlier.

First try to 'see' what the essential needs of the child are, in what direction he could grow, what he could or should develop as his next step. (This may quite well precede the choice the topic.) Then see how this works out within the context of his project, what is the place for the collection of information, the assimilation and utilization of this knowledge, the acquisition of skills, the training of psychological and physical qualities.

There are aims for different parts of the personality:

1. Aims regarding the information the child wants to collect
("to find out what was the cause of World war II".)
2. Training of intellectual skills
("to develop my critical reading skill", "to learn how to express myself clearly to others").
3. Development of character qualities
("to develop perseverance even in the face of difficulties", "to work on restlessness").
4. Physical Capacities
("to develop a posture which is relaxed and helps me at the same time to remain alert and concentrated" and chose a place to work where I will be able to work silently for a long period of time")
5. Development of a psychic attitude
("becoming more aware of the fabulous beauty of the cooperation in nature", "learning to listen silently with respect instead of judgement")

Of course in some topics all these levels will not be equally present, but it is good to remain alert about the tamasic tendency of drifting back to knowledge-based aims or a mechanical inclusion of 'concentration', 'memory' and 'perseverance'! It is essential to support the development of the whole personality.

Lastly when we think about the aims we will often reflect not only on direct aims of the child for himself, but also on aims we

have for child. We may even incorporate aims we have for ourselves, for our own personal development. (The older children may in fact volunteer aims for us to work on!) It is up to each teacher to write these down as part of the planning or on a separate sheet for him-self, but it is helpful to write them down somewhere. It is a tremendous tool for growth.

Project: Ant, Blue group (five year old)

Aims

1. To focus on their articulation, communication and expression skills through language speech.
2. To develop their thinking faculty and questioning skill-through observation and conversation.
3. To know about different little creatures like ants, earth worm, centipede, slug, spider. Their food, habits, nature and characteristics.
4. To relate with these little creatures.
5. To develop the skills of clay modeling, paper cutting, drama, dancing, sketching.
6. To introduce letter recognition through words - Ants, Spider and Slugs.
7. To develop their pre-writing skill by doing dot book for half an hour, every alternate day.

Project India (ten year old)

Aims

1. To help the children to make a mind map of the different areas that they want to cover.
 2. To develop the skill of collecting information from the different sources that is available.
 3. To develop the presentation skill through :
 - a) Making chart
 - b) Clay modeling
 - c) Collecting materials of art
- To get the feeling of a particular state through Cooking, Dressing up and Singing a song
4. To evaluate the children's work.
 5. To develop the sense of responsibility

Project: News paper (9 years old)

Aims: To make their own news paper

Objectives:

- To develop the thinking ability - imagination and Creativity
- To work on the writing speed
- To develop the expression of thoughts in writing
- To develop the interview skills
- To develop the typing, formatting and editing skills in computer.
- To develop the ability of working together
- To develop the news paper reading skill

Resources: Resources play very important role in project work. In Mirambika we have a variety of resources - video films, audio cassettes, reading materials, posters, charts, maps, and of course human resources - doctor, pilot, space scientist etc.

Inputs were given in the form of stories, written paragraphs. We watched a movie "Battle of Britain" which created such an impact on the kids that we next saw them amazingly engrossed in the work. They got more and more information from their parents, internet and other books. (Project World War II)

Activities

While planning for the activities the facilitator keeps in mind the need of the learner, the caliber of the learner that exists in the group and many other factors. The activities are planned for all kinds of learners - kinesthetic, visual and auditory and for the development of each part of the being - mental, vital, physical and psychic. The activities are of three stages of learning process - activities for providing information, activities for assimilation of the given information and activities for evaluation. The activities are planned keeping in mind the levels of learner, the psychic quality, group dynamics, frustration tolerance and integration of stages of learning. now we shall explain each Category of activity in detail.

The three stages of the learning

process: information, assimilation, utilization

According to Piaget, the learning process starts with an information phase in which the new information is simply taken in. Learning however always involves some kind of clash between the fresh input and what one already knows.

Thus a second phase, is needed in which one can assimilate the new information, It is very essential to give the learner time to work through this clash, to give him time to assimilate the new information and to rebuild his thought-structure. If this is omitted, the new information remains, if remembered at all, in a separate "box" and will not be owned by the learner, it will not become usable together with the other things he knows.

After this assimilation has taken place, the new thought structures need to be confirmed and stabilized by actual use in different situations. If this utilization is left out at this stage and the student is confronted with a situation for usage much later. He is likely to fall back on older reaction-patterns which did train earlier and with which he feels more safe and comfortable. Thus after giving the information, activities for the assimilation and utilization of the new knowledge need always to plan for. Together with the activities for utilization, you can plan activities for the child to

come to know what he was (or has not) mastered.

Children gather information from various sources. And when children work, they love to work without time limit. They have a natural tendency to go deep into the subject. I tried to make children experience everything concretely. Once they experience, they remember that for ever. It automatically gets assimilated in their being, because they live that in that moment. Its utilization they express on different occasions. I remember one occasion related to this. This year, during the Independence Day celebration time, Children of Green group learnt a few lines from Sri Aurobindo's epic poem 'Savitri'. The last line was like this: "Heroes and armors of the Army of light". I tried my best to explain to children the meaning of those lines. After a few days, on another occasion, when one child was crying, I heard Satvik saying to him, "Suvin, don't cry, Children of the Army of Light never cry for anything. They are very strong." (6 years old)

Levels

Levels must be achievable for the child,

but also sufficiently difficult.

When you work with mixed ability groups, have 'closed' activities ready for the minimum level and 'open' activities for further extension.

There are different levels of understanding in the same age group. For another project on Egypt, we decided upon different books ranging from simpler ones to more complicated ones according to levels of comprehension. We always make sure that each child is concentrated and doing his/her own work. We make them sit in different corners of the school so they are more centered. Different approach and individual attention are also the main focus for their entire learning. For this project, while planning activities for Susmita who requires more attention and clarity, we made sure that she was given an easier text to read and comprehend. Unlike Suresh who understands a higher level of English easily.

There were times when a child would get stuck but a little sup-

port and morale boost he was back again. So slowly pushing ahead and not forcing them we achieved the aim.

Sakshi, Project teacher

The Reflection of Self

All children are different, not only in capacities and skills, but also in much subtler aspects of their personality. They represent the possibility of some divine perfection and it is our task to discover that essential quality and foster it. What is needed from the teacher, is a deep respect for everyone's peculiarity and at the same time a general attitude of encouragement to widen, deepen etc.

Attention for this different expression of the reflective quality in children is actually what makes being with children fun. It may not reflect anywhere in test result, but it might be the key of any good education.

Each child is a soul meant to grow. I believe in this very firmly. Now I am working in the Green group (six years old). Last year also I worked with the same group of children. Comparatively, now I understand them in a better way. Few examples related to, giving attention to children's inner flowering can be given in this context.

>> Last year when I was working with Dhwaani, I was thinking, probably she learns everything very slowly. But I was

sure that she was different from all other children. This year I tried to spend more time with her and now I am so happy when I see inside her a marvelous beauty which wants to express itself. When I interact with her, she expresses things so beautifully. For example once I asked her "Tell me when you feel free?" She answered, "I feel free when I see the birds flying in the sky, I feel free when lying on the grass I look at the clouds, I feel free when I look at the water in the pond." And she said all these things very spontaneously. I was wonderstruck with her answer. She drew the pictures beautifully on paper. Many a time I see her doing very different things from others. While others could read, write and give a lot of information about the outside world, I feel very special for Dhwaani, because the inner core in her is so alive that it gives me joy to see her flowering in that way.

>> Once I told to children, the story of an old poor woman, who once got a mango. Half of the mango she ate and the other half she kept for the next day. That night Lord Shiva, came in a disguise and asked for hospitality. Now that old woman had nothing to give. So, she gave the other half of the mango, which was very precious to her. After telling this story I asked children, if any day the Lord will come near you, what will you give? All children started thinking. Everyone answered something what they like very much, for example, doll, statue,

drawings, frocks etc. Soham after thinking deeply said, "I will give myself to the Lord"

These are the points, about which the teacher needs to be aware of and he or she must create enough opportunities where this uniqueness of each child will get a personal touch and blossom beautifully.

I (Jayanthi, facilitator) can only say that project helped me in many ways to understand integral education a little better. This understanding of integral education, one feels cannot become complete or final. It appears to be a constant growth and out-flowering, in which case it appears there is nothing to be learnt here, only lived, experimented upon, a discovery made and with that, moving on to another level or another field. The gauge to our progress will be ourselves; and the children? They themselves will judge their progress. The facilitator's job then becomes that of helping the child discover innate abilities of the mental and the vital and physical that would help the child make that

frog-leap into self-learning and self-discovery.

Shanta from a group of nine years old has low self-esteem. Outwardly, she puts up an aggressive front sometimes, sometimes quarrelsome. Watching, observing the child during Math sessions was a eye-opener. She did not follow what was happening and got many of her sums wrong and was resigned to the fact that she could not do maths. There was a time when bhaiya (maths teacher), after discussions, reverted back to more basic sums. I remember sitting with Shanta and watching her go through the steps painstakingly. I discovered where she was making the mistake, pointed it out to her as I did it with her. She tried again and got it right. One 'right' became many 'rights'. The sparkle in her eyes was immense. She was a child reveling in her success. From then on, the idea she had built about her inability to do Maths evaporated. Our relationship also moved on from strength to strength and we became good friends. Shanta showed her very extra-ordinarily pleasant sides.

Ankur (nine years old), resisted my presence in the class initially. I had expressed consternation at his rudeness and that triggered him to treat me more and more with utter rudeness. We went on unhappily like this for a while. Then I decid-

ed not to engage in any conversation with him without an absolutely necessary need. Then into some months, an occasion arose when I had to keep the boys in class while the girls went off to carry out an activity. It was here that we worked together. Ankur had needed some help with the work he was doing. I simply offered my suggestions and kept it at that. The suggestion worked for Ankur. He became my friend. I subsequently was able to work with him on project work. I consulted him on his interest area, which was transport and we briefly explored the area of Boeing planes. In working closely with him, I realized what was keeping Ankur behind and frustrated. His reading was slow. With this 'discovery' I made, the approach to select books for him and making reading cards was modified. It worked. Ankur responds to straight dealing and despised sweet talking. He was quick to pick up ulterior motives in one and as quickly puts on a shield around him or brings up his defences like

the porcupine. Sincerity in oneself alone works wonders and brings out the best and Ankur taught me this lesson. A spontaneous lesson on stars on the roof-top of Ma Mandhir in Rewa was one other important incident that sealed closer ties with the boys in Unity group.

Smita, a slow learner, excellent development of artistic skills, creative, shy, highly sensitive and loving. These were clouded over again by aggression sometimes as she fought her way towards being accepted by everyone. Her slow learning style manifested into a low self-esteem as she compared herself (or was compared with) the rest of the children. A smile, caring questions, touching in her very good qualities, highlighting them brought her into closer contact with me. She needed an adult for reassurance as she got into teasing bouts with the other children in the class. Counselling sessions on how to handle teasing also brought us closer. She explored ways of

surviving a class such as Veracity (2007-2008). As of now, from the one who was constantly teased and ostracized, she is part of 'the gang'. Her smiles are appearing to be permanent, she tries her best to take remarks by others less seriously and looks forward to coming to school. Much work needs to be done in her general progress in terms of subjects but the child seems to have found her footing in the social setting of the group.

Parts of the being

All parts of the being need to be catered to, even if some are dominant in a situation or can be planned for beforehand, while others are only encountered on the way. It helps to check ourselves out for known preference and undue stresses. By 'Parts of the being' we mean the physical, vital, mental, psychic and spiritual but this is just a first checklist. It may be useful once in a while to create any other list of basic qualities, faculties, skills (mental, social, manual), that are worth developing and to cross check whether one could or should work on any of them specifically. With the older children this is nice to do together as part of the goal setting for the term.

Here I (Jayanthi, facilitator) was, being schooled in integral education. The Mental, Vital and Physical growth of the child was of concern here. More than these, there was a brave attempt to take off into the spaces of the psychic and the spiritual in the child and touch these! The idea, as I understand, is to develop the mental, vital and physical such that the psychic is able to use these as its instruments in manifesting the soul's purpose of existence. Here was integral psychology put to the test and one failed miserably. There was one fundamental need of the facilitator in this education system, without which integral education cannot exist. One had to come to grips with one's own internal environment.

The first few projects carried out with this group, like 'useful plants of Mirambika' crashed before taking off. The project was planned with a mindset towards acquiring information through observation of the plant, carrying out some

research on these and presenting the information gathered. There was no thought given to understanding the psyche of the child, neither was the child consulted on what he wanted to learn and know. As a result, the children lost interest and diya's very often drove the process through coercion and cajoling. The drive was uphill. The joy of learning did not manifest as it could have in a topic such as this. Secondly, our own preparation in this subject matter is of prime importance. I learnt that if and when I am equipped well with ideas of areas to explore, if my enthusiasm to search and find meaning in the topic was alive and strong and my approach clear and organized and well cut out to the need and interest of each child we were working with, the project is driven to another height. Once children's interest is sparked off, they take off in their own direction in their own way and my role as a facilitator comes into effective play. This I had a glimpse of while working on Machines.

Learning Styles

Learning styles are kind of a fashion in education, but it does help to be aware of them. Traditionally we distinguish Visual, Auditory and Kinesthetic learners. That is, those who learn by seeing, hearing or doing. Some of us have to see a word or a name and we remember it. Others have to hear it and some of us have to need a movement for remembering it fully; in educational language we call them visual, auditory and kinesthetic learners.

Responding to the basic learning modality of the child enhances learning a lot. Our projects are not planned to provide exclusively visual input to a visual learner, or kinesthetic input to a kinesthetic learner. We believe that a child should be given a fair chance to develop through the other ways of learning too. So, when we plan a project it will include activities that cater to all three learning styles, with freedom for the child to do more work in his favourite learning style. For example in a topic on trees: identifying leaves by shape (visual), identifying leaves listening to differences in their rustling sounds (auditory), identifying the difference in the barks by making rubbings of the trunk, or identifying the difference in hardness of the wood by making a bookstand with different samples (kinesthetic).

Frustration tolerance

For some children praise is essential to stay

happy and move on. For others it spoils everything, they want to work on their own. Some children can handle only tasks that require a tiny effort; others flourish if they really have to struggle with their assignment. In the example from the Computer Class I must find out if an unsolved mystery for Harsh is actually stimulating or frustrating. In other words whether I should help him to figure it out now. Or allow him to struggle with it for a few weeks. This is by this way one of those occasions where a good teacher does not do to others what he wants them to do "unto him". We may be equal, we are not the same.

Group Dynamics

Be aware of what is happening in the group and consciously work on it. Are you providing parallel individual activities (like in ordinary class-wise education) or group-work with more or less specialized subtasks (the research team of the Indus Valley project or the study of the Human body)?

Who is the emotional leader in the group, the task-oriented leader, the actual work-house, the brake, the harmonizer. It is generally wiser to work with, than against natural tendencies. We often try in vain to turn a "bully" into a "sheep", while all may run smoothly if he is made a real boss for certain, matching task. But again if the group is aware of its functioning and has very fixed role-divisions, it can work marvels once in a while to turn all tables, make the shy butterfly the temporary boss and the

great leader play the timid follower. The results may be a revelation for every one.

It really helps to reflect back on the last project in order to make appropriate changes and requirements for better learning for the next project.

While learning a song in French, we divided the group into two, one would go and learn the song and the other would make flash cards and next day, it will reverse. This was done according to their level of comprehending. The groups were divided with the right combination of children who gets distracted easily and those who can settle them down and look forward to learn. Same was done when it came to learning Sanskrit, we sent half for computers and the rest would learn a new language.

While observing the children we get thoughts as to how to canalize their energy levels to the required work. The importance is given to put the children into right activity according to their mindsets and energy. Like given any work Nandita would quickly finish it unlike Yogita who will take a little more time but she would complete it what may come. It helps to divide them into sub groups according to their capacities and speed to perform.

Talking with children helps us to understand their needs and the reason for their behaviour. Piyush was having problems to decide a topic for his individual project.

We spoke to him about the reason which was that he was confused because of his peer group. It helped him next time he decided on something on his own.

Raju who always gets carried away in a fight with even a spark of it, after reminding him and talking about it, it helps him to settle down and ignore such things. (Ten years old by a project teacher)

Integration and linkages

Integration is needed in all directions: backwards, forwards, sideways, up and down: See how project links with previous work, knowledge, existing skills and experiences. See what it leads to and for what it can be used later, e.g. at home (needed to ensure solid assimilation and utilization).

For example while working on construction of a pyramid, the knowledge of geometrical concepts like angles and area which were studied earlier were brought in to use, the knowledge of the geographical location and climate were discussed which they had studied in the previous project. Their hand skills of clay work were used to make bricks for the pyramid. During this time an article in the newspaper had come about 'The Young Pharaoh Tutankhaman'. It gave the children an opportunity to assimilate and contextualize what all they had studied by then. The whole process made the children involved and emotionally they were touched.

Evaluation

Evaluation and reflection are very important areas in one's growth. This can be effective and living when the facilitator is conscious. Conscious of one's own growth by self observation and reflection and conscious of the learner's nature and behaviour. The best way of evaluating a child is by observing very closely without being biased. Besides these, the facilitator provides activities to check his/her understanding of the concepts and other areas. The evaluating activities are related to the aims. The facilitator's attempt is to see where the learner has reached in relation to the goals set in the beginning of the project. The facilitator evaluates himself - how best he has done the facilitation job, the activities he had provided to the children. In the process of evaluation the facilitator may come across that the children lack some basic concepts, skills etc. and the children showed interest in doing a particular project. So naturally and spontaneously the next project evolves.

- >>What does developmental assessment mean in practice?
- >>We need assessment that informs the teacher about what a student is able to do and diagnoses what he or she still needs to understand better. This information is not meant to rank the child and pronounce a judgment, but is meant to help the teacher to be a better guide

in the process of learning. The aim of such assessment is to identify the next goals in the learning process of a child.

- >>We need assessment that gives positive feedback and helps the student to build a noble character.
- >>We need assessment in which the student participates. A student who participates in the assessment process will have to become aware of his responsibility regarding his own development and his role in the society. Such assessment helps child and teacher both to look for optimum development. Such as assessment builds confidence. For older students this means that they themselves decide the next step in the learning process in consultation with the teacher.
- >>We need assessment that identifies the learning victories and learning frustrations in order to help a student to understand his special gifts and help him in developing these to greater perfection. It also must help him to understand the how and why if his limitations and lead to a support in his effort to overcome them.
- >>We need assessment that is non-judgmental so that it does not create fear of failing; assessment that does not make the students shrink from the outcome, but emphasizes 'you are the master of your own learning process and you can make the difference'. Such assessment encourages a student to give his best, and to try out various possibilities without having to face threatening consequences. It

helps students to be honest and objective about their own performance.

- >> We need assessment procedures that are individualized and allow different tasks/tests for different students. Such assessment allows the blossoming of an individual's uniqueness, helps a child to become aware of personal capacities.
- >> We need assessment that welcomes and respects a student's self-evaluation. Self-evaluation is one of the best tools for creating self-awareness; self-awareness which is so essential for deciding one's aim in life, and for the discovery and emergence of the psychic being.

Assessment through Observation

This observation can be done in three ways with three different goals in mind:

Daily: make it a point to observe quietly four or five children while they are working on their own. Such observation can be development-based. It can also be diagnostic. In that case it is directed towards understanding learning strengths and / or learning difficulties.

At least once a week: do an activity with a small group of children, while the other children are engaging themselves in something else. This is a good method for finding out unique features of a child's development and learning process. It is also good for getting insight into group dynamics. One often comes to know the nature of the students in a very direct way. This

observation can have developmental as well as diagnostic aims.

Pupil tracking: observe a child for a week or so to diagnose some specific learning difficulty. This observation should give you enough information to go on to the next stage of helping the child to overcome the difficulty.

What to assess

In general, it is important that teacher and student have a good idea of the progress that is made. We list here the main areas:

>> Content, facts as well as concepts

>> learning processes

>> development of faculties, capacities and skills

'Technical' knowledge, facts and certain skills like computation, can be assessed in a more formal way.

It is important to choose the right procedure for what you want to assess. Do not forget that you can take a decision together with the child(ren) on a possible mode of assessment. For an individual assessment task it is always better to decide together with the child. For example, if you want to assess how well a child has understood a scientific concept, a traditional pen and paper test hardly gives you any insight. Assessment of this can be done much bet-

ter by inviting the child to have a dialogue with you or to ask him to give a presentation to the class including a hands-on explanation of an experiment.

It is good to realize that an assessment procedure has a certain effect on the type of learning that takes place. For instance, assessment through a quiz trains the long term memory, gives practice in retrieving facts accurately but a quiz does not help a student to incorporate facts into earlier obtained knowledge.

A discussion is meant for assessing insight in certain concepts or for assessing discussion techniques or both. A beneficial effect of call discussions is that students often obtain greater clarity in the concepts and issues discussed and helps the child to incorporate it in previous knowledge.

List of possible evaluation activity

Oral assessment procedures and the purpose they can serve

Quiz: Good for assessing facts

Talk, discussion and debate: good for assessing insight in concepts, social skills and faculty development; training of discussion techniques

Presentation: (talk with self-made material or lab equipment etc.) good for assessing concepts, mental and vital skills and faculties, such as clarity in thinking, training of

oral presentation skills *

Written assessment procedures and the purpose they can serve

Questionnaire is good for facts

Report and file: good for assessing and consolidating scientific and social concepts, mental skills and faculty development

Essay: good for assessing reasoning, written skills

Poetry and story: good for assessing faculties, gives insight in qualities

Diary: good for assessing self-awareness

Newsletter: good for developing mental organization skills, capacity to see different viewpoints, creates awareness about the question of objectivity, provides practice for social interactions, working under pressure

Displays and the purpose they can serve

3D art / Craft, wall display: good for assessing faculties, qualities, skills and academic information

Video, audio and poster: good for assessing social issues and also for faculties, qualities and skills, such as aesthetic sense, training spatial insight and layout techniques, defining main points and secondary points

Computer and display: good for assessing understanding of graphs, accounts etc.

Tasks in organization and the purpose they can serve

Outings, school events: good for assessing faculties, organizational Capacities

School magazine: opportunity to train social skills, interactions with various members of the school community

Self-evaluation procedures

In school where students are allowed to assess themselves, and are given true respect, the children are remarkably honest about their capacities and limitations and assess themselves very well. A child who is willing to look sincerely into himself can give very valuable information to his teacher. Such information is very important to the child, is confidential and is to be received with great care. If received and handled well, it will open the door further to the outer and inner worlds of the students, but the door may also be closed with a bang if the teacher is not perceptive and responsive enough. Responding to a student's self-assessment forces a teacher to live from her inner being and as such is a great stimulus for progress for the teacher.*

A teacher reflects on the way the projects are evaluated: Each topic done as a project is done in a way that child totally gets it into his or her mind. The best part of not having exams is that the idea to create in them the conscious desire to what and why they want to learn that part and not just give the exam and forget about it.

It was a long reading process and tremendous understanding for us as diya to get started with the project. As it's important to be clear in your head to what you are going to give your children, we went through a complete process of knowing the history again. It was such a nice way to create the same world around us. A lot of planning was done for each hour. There were times when it didn't go according to what we had thought of but the aim was same to get them involved in the world history. (Self evaluation by a teacher)

Avni's reflection on the understanding of the topic World War II is:

"What I feel about the second world war?

The bad things- I feel that the

World War II was not nice because many people died and loads of people had lot of trouble living.

People died of hunger, from bombs and I think it was very sad and it should not have happened.

The good things- the World War II was very sad but it also helped us in many ways. There are many weapons, medicines and inventions which were discovered at that time and would never have been there if the World War II hadn't happened.

What I learned- apart from about the war one thing I learned from it was that every situation has a good side and a bad side. It all depends on how you look at it. What I learned from doing the project on World War II- doing the project I learned how to plan my work better. I also learned to read and understand the informational books."

Ten years old

Role of a facilitator

Having a good plan and organizing high

quality resources are not enough if one does not have the art of implementing the project work. Here is the attitude of the facilitator and the approach he/she uses matters very much. And with this if the facilitator has some extra quality like dramatic skill, singing ability, art of questioning, ability to draw out hidden potential and channelise the energy then the work becomes more meaningful, joyful and effective. The facilitator can go one step deeper to make the whole journey as marching forward by becoming a living exemplar, inspirer and motivator, by surrendering each and every movements, actions and reactions (positive and negative) to the highest truth, by working from intuition and not just depending on logical pattern and social demands and influences.

In the month of Sept., when all children were busy in working on different topics, Pranavi (six years old) showed no interest in anything. She would just move around the topic and see others doing work. After two days, I ask her, "Pranavi, would you like to help Red group children in teaching them the cutting skill? (Earlier I knew that she loves to do cutting)."

She agreed immediately. I guided her to go to the Red group and

asked Minati didi. She independently went and talked to Minati didi. After that she planned herself for the activities, what are the things she need, where she will set the corner and what design she will teach to the Red group children. I saw her guiding beautifully the small two children of Red group. She could mentally discriminate the levels of both those kids and accordingly she gave them work. To the one who was skillful, she taught a difficult design whereas to the other she taught a simple design. This helped Pranavi in increasing her confidence level.

Rashmita, diya,
working with 6 years old, 2007

What should be the Attitude of a facilitator in guiding project work and in general?

- >> The qualities of the vital and psychic are taught infinitely better by example than by beautiful speeches.
- >> The undesirable impulses and habits should not be treated harshly. The child should not be scolded. Particularly, care

should be taken not to rebuke a child for a fault which one commits oneself. Children are very clean and clear - sighted observers, they soon find out the educator's weakness and note them without pity.

- >> When a child makes a mistake, one must see that he confesses it to the teacher or the guardian spontaneously to understand with kindness and affection what was wrong with the movement and that he should not repeat it. A fault confessed must be forgiven.
- >> All spontaneous turning to love, truth, beauty, knowledge, nobility, and heroism is a sure sign of the psychic influence.
- >> The child should be encouraged to think of wrong impulses not as sign or offenses but as symptoms of a curable disease alterable by a steady and a sustained (effort of the will - falsehood being rejected and replaced) by truth, fear by courage, selfishness by sacrifice, malice by love.
- >> A great care should be taken to see that unformed virtues are not rejected as faults. The wildness and recklessness of many young natures are only the overflowing of an excessive strength, greatness and nobility.
- >> An affection, that is firm yet gentle, sees clearly, and a sufficiently practical

knowledge will create bonds of trust that are indispensable for the educator to make the education of a child effective.

- >> When a child asks a question, he should not be answered by saying that it is stupid or foolish, or that the answer will not be understood by him. Curiosity can be taken truthfully and in such a way as to make the answer comprehensible to his mental capacity.
- >> The teacher should ensure that the child gradually begins to be aware of the psychological center of his being, the psychic being, the inner seat of the highest truth of our existence.
- >> With the growing awareness, the child should be taught to concentrate on this presence and make it more and more a living fact.
- >> The child should be taught that whenever there is an inner uneasiness, he should not pass it off and try to forget it, but should attend to it, and try to find out by an inner observation the cause of the uneasiness, so that it can be removed by inner or other methods.
- >> It should be emphasized that if one has a sincere and steady aspiration, a persistent and dynamic will, one is sure to meet in one way or another, externally by study and instruction, internally by concentra-

tion, revelation of experience, and the help one needs to reach the goal. Only one thing is absolutely indispensable, the will to discover and to realize. This discovery and this realization should be primary occupation of the being, the pearl of great price which one should acquire at any cost. Whatever one does, whatever one's occupation and activity, the will to find the truth of one's occupation and to unite with it must always be living, always present behind all one does, all that one thinks, all that one experiences.

- >> The role of the teacher is to put the child upon the right road to his own perfection and encourage him to follow it, watching, suggesting, helping, but not imposing or interfering. The best method of suggestion is by personal example, daily conversation and books read from day to day.

All the above suggestions are to be implemented from day to day under various circumstances and in the context of living problems of the growth of children. To recognize these reactions and to encourage them wisely and with a psychic feeling would be the first indispensable step.

The principles of true teaching by Sri Aurobindo show us very clearly what should be noticed and observed in a child and what is our goal to be achieved. He also has mentioned how a facilitator should

guide and make shift in the learning process so that the true progress is attained.

"The first principle of true teaching is that nothing can be taught.

The teacher is not an instructor or taskmaster, he is a helper and guide. His business is to suggest and not to impose. He does not actually train the pupil's mind, he only shows him how to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him, he shows him how to acquire knowledge for himself. He does not call forth the knowledge that is within; he only shows him where it lies and how it can be habituated to rise to the surface. The distinction that reserves this principle for the teaching of adolescent and adult minds and denies its application to the child, is a conservative and unintelligent doctrine. Child or man, boy or girl, there is only one sound principle of good teaching. Difference of age only serves to diminish or increase the amount of help and guidance

necessary; it does not change its nature."

— Sri Aurobindo
On Education

Here is an example how a facilitator has used the first principle of true teaching that is 'nothing can be taught. The teacher is not an instructor or taskmaster, he is a helper and guide. His business is to suggest and not to impose' and has guided the children to find their own interest in learning.

When we (some children and diya) decided to do the topic 'animal' for the whole group, four boys did not agree to do this. Next day I told them we all are watching a movie on animals, if you are interested, you can join us. All the four boys came. The movie inspired two boys and they agreed to work on this project. The other two were still not convinced to work on this. They said "we know everything about animals, we are not in a mood to do the project." (These two boys are intelligent and they know many facts and information of various things.) I thought they are not getting challenging work, their mind is getting restless. So I

gave them a set of twenty questions on animals to answer. Some they could answer easily, for the rest they read many books and magazines at home and in the library for many days and gathered the answers. They also took part in every activity in the group. They had lot of fun, did all the activities with enthusiasm. Their faces shone with joy.

Srinath, diya
working with 9 years old, 2007

"The second principle is that the mind has to be consulted in its own growth. The idea of hammering the child into the shape desired by the parent or teacher is a barbarous and ignorant superstition. It is he himself who must be induced to expand in accordance with his own nature. There can be no greater error than for the parent to arrange beforehand that his son shall develop particular qualities, capacities, ideas, virtues, or be prepared for a prearranged career. To force the nature to abandon its own dharma is to do it

permanent harm, mutilate its growth and deface its perfection. It is a selfish tyranny over a human soul and a wound to the nation, which loses the benefit of the best that a man could have given it and is forced to accept instead something imperfect and artificial, second-rate, perfunctory and common. Every man has in him something divine, something his own, a chance of strength and perfection in however small a sphere, which God offers him to take or refuse. The task is to find it, develop it, use it. The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use."

— Sri Aurobindo
On Education

The role of a facilitator is when a child selects his project and when he executes or actually works on the project. This is a facilitator's close observation and how she has guided the child since selecting the project to carryout the project till the end - keeping in mind 'the mind has to be consulted in its own growth.'

Auro showed least interest in project work in the beginning. He produced work below his ability and was often not interested in doing the project. Then we took up the project based on children's choices. He selected transport. In our one to one conversation with the boy, we managed to get him to narrow down the topic so that he would be able to focus on one area and work well on it. Auro complied willingly and chose to work on aeroplanes. His enthusiasm level in the beginning was very high. But he became daunted by the magnitude and did not know where to start. I sat down with him and realized through our conversation how the child was not able to organize the way in which he would proceed. I rendered close supervision and we together charted out how he could go about gathering info on planes. I started with a reading card on Boeing planes. He was very interested in the information and sat on his own to complete the questionnaire, something we have not

been able to see in him previously (where he would be running around the class in defiance, expressing rudeness to diya's as well). Whenever he needed help, I would attend to him.

I realized how as a diya, I was actually taking for granted his ability to go about his own self-study. I learnt through my encounter with Auro how small efforts at being with children when they needed us and guiding them in the way they needed the guidance went a long way in making the children engaged in what they were doing.

Auro progressed on to work independently on his projects and came up with novel ideas now and then.

Jayanthi, teacher
working with 9 years old, 2006

"The third principle of education is to work from the near to the far, from that which is to that which shall be. The basis of a man's nature is almost always, in addition to his soul's past, his

heredity, his surroundings, his nationality, his country, the soil from which he draws sustenance, the air which he breathes, the sights, sounds, habits to which he is accustomed. They mould him not the less powerfully because insensibly. From that then we must begin. We must not take up the nature by the roots from the earth in which it must grow or surround the mind with images and ideas of a life which is alien to that in which it must physically move. If anything has to be brought in from outside, it must be offered, not forced on the mind. A free and natural growth is the condition of genuine development. There are souls which naturally revolt from their surroundings and seem to belong to another age and clime. Let them be free to follow their bent; but the majority languish, become empty, become artificial, if artificially moulded into an alien form. It is God's arrangement for mankind that they should belong to a particular nation, age, society, that they should be children of

the past, possessors of the present, creators of the future. The past is our foundation, the present our material, the future our aim and summit. Each must have its due and natural place in a national system of education."

— Sri Aurobindo
On Education

It was observed for quite some time, Krishna was not taking initiative doing project work. He most of the time put his head on the table and sleeps, does little bit of drawing or reading or writing work and leaves them in incomplete and in a mess. There was no eagerness, enthusiasm in his feelings. When I talked to him individually regarding his interest and willingness to get involved in whatever he does, he vibrated a very strong urge to do things perfectly. When he was asked, what stops you to do so, the answer was, 'I just do not feel like doing anything'. I started thinking and concentrating on him. I wrote many prayers for him, asking The Mother to reveal to me

what needs to be done to him. I tried many ways to inspire and motivate him. Nothing worked out permanently. It took almost a year to find out the cause of his massive passivity and inertia.

When I enquired, what does he do at home I got to know that he plays and spends most of his time with his dog 'Thunder' at home. He goes to play football for two hours when he is back from school. He loves eating and sleeps the rest of the time. This was the way he was spending time at home.

This was brought to the parents' notice. Initially they did not accept it. Later they came to conclusion that they need to do something about it. A structured time table was outlined for a month so that Krishna could break the old habit. This experiment was done at home during the summer vacation.

When he came back to school in July, every one could see a transformed being. All the qualities of a

good human being were active and visible. "What projects should we take up?" when asked by the diya, Krishna along with others suggested taking up projects on experiments. So we decided to do experiments related to electricity to begin with. He made many difficult circuits and critical connection. Prepared many interesting models. Day and night he was involved in experimenting with something or the other. He was never giving up, no matter how hard the experiment was. Not only in this project but in the projects of the whole year, he used to suggest many in depth ideas. He became more and more involved and enthusiastic as the year progressed. He became the inspirer and motivator for others. Now he is way ahead from where he had started his journey.

Baren, diya

working with 10 years old, 2006

Here are some reflective questions which may help to look within and find the missing understanding of one's own nature in relation to guide the children.

1. Do I instruct my children or put ques-

tions to make him realize what needs to be done?

2. Do I sit in one place in the group or move around while children are working?
3. Do I make jokes, create humor in the group when necessary or always keep a grim face?
4. When I write on the board do I write normally or with some trick? Example - mirror writing, jumbled up words (beulmd).

"Most teachers want to have good students: students who are studious and attentive, who understand and know many things, who can answer well - good students. This spoils everything. The students begin to consult books, to study, to learn. Then they rely only on books, on what others say or write, and they lose contact with the superconscious part which receives knowledge by intuition. This contact often exists in a small child but it is lost in the course of his education.

For the students to be able to progress in the right direction, it is obvious that the teachers should have understood this and changed

their old way of seeing and teaching. Without that, my work is at a standstill."

The Mother
On Education - Vol. 12, page 169

"In practice, each one must find and apply his own method, that which he understands and feels. It is only in this way that education can be effective."

The Mother
On Education - Vol. 12, page 170

Mother, would you please define in a few words what you mean essentially by 'free progress'?

"A progress guided by the soul and not subjected to habits, conventions or preconceived ideas."

The Mother
On Education - Vol. 12, page 170

"If out of 150 students, there are seven individuals of genuine value, it is very good."

The Mother
On Education - Vol. 12, page 171

Project Planning

Checklist of Questions on Planning and Preparing to do Project work

- >> What are we going to do?
(Not a cry of despair but rather an effort to make sure we have made a firm decision about the project title).
- >> Can we justify the choice of this project?
- >> What particular aspects will the children be interested in?
- >> What do we want the children to find out?
- >> What are the different facets of the project?
- >> Can all or some of these facets be put into a sequential order?
- >> Will it be possible to provide experiences and activities which will adequately match all the abilities of the children-particularly the least abled and the gifted ones?
- >> What are the fundamental features of the projects which

it will be important for everyone to know? To understand? To be able to do?

- >> What are the features of the project which are less essential, and so could constitute various options within the project? (Thus ensuring that as much of the project is covered as possible).
- >> What materials do we need to ensure success? (Resources, support, aid, new skills, a work plan, ideas, time).
- >> How do I arrange to obtain or develop these resources? (It may be a necessary compromise on some if not all items. It may be important to gain the head's approval for the plan if the activity moves away from the normal school activities or requires an additional support).
- >> What activities and experiences will we want to include in the project to ensure that the general aims as well as specific objectives will be

reached?

It can not be assumed that children know how to set out an account of an experiment; the following pattern or framework may help them order their material:

- A. What I had to find out:
- B. What I needed to carry out the work:
- C. What I did: (Set out in sequential steps)
- D. What happened:
- E. What I learned:

Understands basic principles

1. States the principle in his own words.
2. Gives an example of the principle.
3. Distinguishes between correct and incorrect applications of the principle.

Note that the specific state-

ments do not indicate what principles the student is to understand, but rather what behavior he is to demonstrate as evidence that he understands. By not including a reference to subject matter in statements of learning outcomes, you can develop set of outcomes that is useful with various units of instruction throughout a course. Thus the subject matter in each unit of instruction will indicate the principles that are to be studied, and the learning outcomes will indicate the types of reactions the students are to make to the principles. The teacher going over the work needs to question the child about the activity.

Depending upon circumstances the teacher may take the pupil through a particular line of thought and then persuade the child to go forward alone. The sequences of events might go as follows:

1. Note an important feature, e.g. something unresolved:

Project Planning

something which is unexpected; something which doesn't conform to the pattern.

2. Consider why this should be so.
3. Search for further information and ideas.
4. Plan for further work.
5. Repeat on a different day in a different way.
6. Note whether a pattern is occurring.
7. What conclusions can now be reached?
8. Can the results be tested?
9. What have we found out?
10. Can we go further?

Project: The chosen project is expected to have integral objective and the planning for any group. It needs to enlighten the integral aspect of the being. In such a way, we need

to plan the project activities. The approach for this are listed here:

- >> Discovery >> Guided
- >> Intuition >> Instruction
- >> Experimentation >> Questioning
- >> Lecture

Physical development:

- >> Strength >> Stamina
- >> Beauty >> Balancing
- >> Relaxation and gathering of energy
- >> Withstand pain and illness
- >> Material organization
- >> Food habits >> Agility

Vital Development:

- >> Character building >> Motivation
- >> Caring >> Sense development
- >> Service and sharing >> Will Power
- >> Urge for progress

Mental Development:

- >> Concentration >> Observation
- >> Interpretation >> Memory
- >> Reasoning >> Analyzing
- >> Comparing >> Inferring
- >> Extrapolation >> Hypothesizing
- >> Imagination >> Expression

Psychic Development:

- >> Love >> Trust
- >> Goodwill >> Sincerity
- >> Harmony >> Receptivity
- >> Perseverance >> Courage

In this section we have focused on the common errors to avoid in stating the general instructional objectives. These errors include stating the objectives in terms of (1) the teacher's performance, (2) the learning process, (3) the subject matter, and (4) a combination of two or more outcomes.

These errors can be avoided by focusing attention on the student and on the **type of performance** he is expected to demonstrate at the end of instruction. Instructional objectives, then, should be brief, clear statements that describe instructional intent in terms of the desired learning.

Another common error is to include more than one type of learning outcome in each general objective. Look at the following two statements.

Which one contains a single outcome?

1. Uses appropriate experimental procedures in solving problems.
2. Knows the scientific method and applies it effectively.

Of course the answer is 1: - The second statement includes both knows and applies as possible outcomes. It is better to have a separate statement for each because some students may know the scientific method (i.e., be able to describe it) but may not be able to apply it effectively. With separate statements, you can define each objective in terms of specifying outcomes and thus determine how well each objective is being achieved.

In addition to avoiding the common errors in stating instructional objectives, one of the most difficult tasks is to select the proper level of generality in stating each major objective.

Red Group, Age: 4+ Years

“दीदी ये लालि का garden है न ?”

“दीदी हम ने दो बार सबजी काटे थे न ?”

Long after the garden topic, the children kept on talking about their memorable incidents. They remembered the things, which they experienced. They relate with different celebration like Janmashtmi, Raksha bandhan, Diwali, Dussehra etc. Their day begins with games and so also the topic. Through topic

During the topic of of gardening didi asked few childrdren about their favourite dishes

रिज्म: मुझे गाजर का खीर अच्छा लगता है।

शिरिन: नींबू का पानी और टमाटर का जूस।

विशेष: मुझे गाजर का हलवा खाना अच्छा लगता है।

आरान: मुझे काजु का कटलेट खाना अच्छा लगता है।

During the same topic...once in the circle while eating grapes didi asked the children - किसमिस क्या होता है ? अंगूर क्या होता है ?

गौरी: अंगूर ग्रीन रंग का होता है और किसमिस ब्लैक कलर का होता है।

रिशा: अंगूर बड़ा और किसमिस छोटा सा ।

आर्यमान: अंगूर अंगूर होता है किसमिस किसमिस होता है। किसमिस मीठा होता है अंगूर थोड़ा सा मीठा होता है।

वीरेन: अंगूर और किसमिस एक ही चीज होता है।

Children went through the pictures of the story books and didi asked, “Who does what with the books?”

रिशा: मैं डॉट बुक को जोएन्ट करती हूँ।

सिद्धार्थ: मम्मी बुक्स पढ़ती है।

आरुष: नॉलेज बढ़ता है। मशीन से नॉलेज आता है।

आरान: पिकचर देखता हूँ कलरिंग करता हूँ।

रिज्म: स्टेरी सुनता हूँ। पिकचर देखता हूँ। डॉट बुक को जोइन्ट करता हूँ।

कुहू: मैं बुक्स को देखती हूँ।

विशेष: रात को मम्मी कहानी सुनाती है।

On the Saraswati Pooja day, a picture of mother Saraswati was kept in the circle...Who saw what in the picture...

आरुष: माँ सरस्वती लोटस में बैठी है। पानी में लोटस

related stories they play games in the sports ground. In the group they sing songs on that, they dance, share their ideas and thoughts, listen to stories on it and enact them. They create their own stories and songs, they decorate the place, make things with their hands, and in this way they learn. Meethi meethi batein is the collection of their thoughts and stories which they shared when doing different topics.

है। उनके पास डक है। उनके पास Arrow है चलाने के लिए।

आर्यमान: उनके पास एक वीणा है।

रीसा: उनके पास peacock है।

रिमकिमा: Blue peacock है।

रिज्म: उनके पास चार हाथ है। वह एक मुकुट भी पहनी हुई है।

शिरिन: उनके पास पायल भी है।

विहान: उनके पास छोटे छोटे और भी लोटस है।

गौरी: उनके पास white color का swan है सफेद कमल के फूल के ऊपर बैठे हैं।

विरन: पास में छोटे छोटे pink कमल है।

एमि: उनके हाथ में book है।

रेहान: मैं ना आज घर में पूजा किया था सरस्वती माँ की।

On the occasion of Mother's birth day the Red group sleeping room was decorated and it was called as 'silent room', where the children and diyas used to go and spend some time quietly. On that day when the children were sitting there, Didi said, "we can ask for 'Shakti' or 'Buddhi' or 'shanti' on Her birthday as a gift from Her. Didi and children sat quietly for some time, closing their eyes and then didi asked,... "किसने क्या माँगा ?"

विरन: शक्ति

रीसा: मुझे अच्छा बुद्धि देदो और शक्ति दे दो।

एमि: Think, बुद्धि और थोड़ा सा शान्ति।

आरान: मैंने सब कुछ माँग लिया।

सिद्धार्थ: शक्ति माँगा

रिज्म: सबकुछ

पाखी: मैंने भी सबकुछ माँग लिया।

रिमकिमा: शक्ति माँगा

शिरिन: मैंने शक्ति माँगी



Red Group

विशेष

04.09.07

कुहू गाड़ी चला रही थी। देखते हैं कहां पर जाएगी। जाते जाते जूनियर पार्क पहुंच गयी। आर्य मान वहां पर था। आर्यमान को अपने गोदी पर बिठाया और वड़ी वाली स्लाईड में स्लाईड किया। वह सारे नीचे पहुंच गये। नीचे एक तितली मिली। तितली ने बोला, "क्या आप हमारे साथ खेलोगे, दोस्ती करोगे?" आर्यमान ने बोला, "हां जरूर दोस्ती करूंगा।" फिर दोनों दोस्त बन गए।



विरें

एक दिन एक एप्पल ट्री था। वहाँ पर एक दरवाजा था ब्लू कलर की। एप्पल ट्री दरवाजा के पास आए तो और एक खिड़की था वहाँ पर भी बहुत सारे एप्पल ट्री थे। रेड गुप का स्विमिनापूल उड़ उड़ के आ गया। फिर सारे एप्पलस नीचे गिर गए। एप्पलस स्विमिनापूल में स्विमिना करने लगे।

सिद्धार्थ

04.09.07

ये एक हाउस है। यहाँ एक पापा रहते थे एक मम्मी रहती थी और मैं रहता था। हमारे पास एक लायन था। हम लायन को लेकर एक दिन डिअर पार्क घुमाने ले गये। डिअर पार्क में लायन ने एक गिलहरी को देखा। गिलहरी लायन को देखकर भागने लगी। लायन भी गिलहरी के पीछे पीछे भागने लगा। गिलहरी जाकर पेड़ पर चढ़ने लगी। लायन भी पेड़ पर चढ़ने लगा। दोनों पेड़ के ऊपर चढ़ गये। दोनों दोस्त बन गये और पेड़ पर खेलने लगे।



रिमकिम

On Mousumi didi's birthday

रिमकिम और मौसमी दीदी सैन्डपिट खेले है। कैक बना रहे थे। रेन है। लड्डू बना रहे थे।

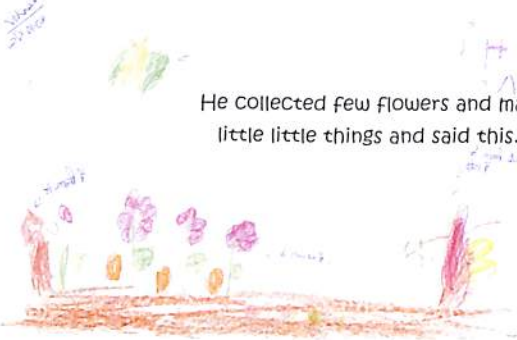


28.10.08

He collected few flowers and made little little things and said this...

विहान

फ्लावर और घास ने बोला मेरा साथ दोस्ती करोगे तो मैंने कहा 'हाँ'। फिर फ्लावर और घास ने मुझे जूस दिया। मैंने जूस पी लिया। "क्या और खाओगे?" उन्होंने पूछा। फूल ने मुझे लकड़ी दिया। मैंने लकड़ी के साथ खेला। उसके ऊपर वेलेन्स किया। खूब मजा किया लकड़ी के साथ। फिर मैं वापस गया अपने घर।



शिरिन

फूल को जब मैंने देखा तो मैंने हाथ में ले लिया और पानी में रख दिया। एक साँप मुझे देख रहा था। वह मेरे हाथ में आना चाहता था। साँप को मैंने गोद में ले लिया और गोल वक्से में रख दिया। उसको मैंने प्यार से सुला दिया। फिर जब उसकी मम्मी आ गई तो मैंने वापस कर दिया।



After making the puppet...



रिज्ज

एक बार एक आदमी ने सी वीच में एक होटल बनाया। उसको होटल बनाने में उसके दोस्त डगी ने उसकी मदद की। वो अपने वोट में बैठकर सी के अन्दर चले गए। वहाँ पर सैर करके फिर गाउन्ड में आगए तो वोट एक कार वन गया क्योंकि वह एक जादुई वोट था। पर उस आदमी से गलत वटन दव गया। उसने सोचा की उसका वोट और कभी भी नहीं चलेगा। पर वोट अन्दर वाटर अच्छे से चलने लगा। वे दोनों शार्क ह्वेल और स्टार फिश से वहाँ मिले। फिर कुछ देर वाद आकर एक आइलैन्ड में आगये। वहाँ स्ट्रोंग सन था तो छाता लगा कर बैठे। फिर उस आदमी ने सोचा की चलो होटल में जाकर देखते हैं वहाँ सबकुछ ठीक तो है ना ? वहाँ गये तो होटल में एक आक्वारिअम था। वह खाली पड़ा था। वे उसमें सी का पानी डाले और स्टारफिश को डाला। एक बड़ा सा शार्क भी रखा और सी की दूसरी मछलियों को भी रखा। आक्वारिअम में सारे मजे से खेलने लगे।

12.02.08

रीसा

ये एक गर्ल है। ये उसका ह्वेल है। वह रॉकेट में गई और जाकर कार में पहुँच गई। रॉकेट एक हाउस रॉकेट था। कार भी एक हाउस कार था। फिर कार में बैठकर वह स्विमिंगपुल में चली गई। स्विमिंगपुल में टिक टिक करके चलकर पुल के अंदर घुस गई। फिर पुल के नीचे धीरे धीरे डूब गई। फिर जम्प कर के ऊपर उठ गई। फिर बाहर आई और उड़ उड़ कर चंदा के पास गई। चंदा गरम था। गर्ल ने उसको हाथ हाथ किया तो उसका हाथ वर्न हो गया। फिर हाथ को जोर से प्रेस कर दिया तो ठीक हो गया। फिर चंदा को वाए वाए करके आ गई। दीदी तुम चंदा और मैं हूँ तितली।

पाखी

एक दिन मैं अपने फ्लावर से मिली। फ्लावर ने मुझे गाना गाने के लिए बोला। फिर ट्री भी वहाँ आया। उन्होंने मुझे बोला कि मैं उनको घुमाने ले जाऊँ। लेकिन दोनों के पास पंख नहीं था तो मैंने फूल को एक हाथ में और पेड को दूसरे हाथ में उठाकर अपने विन्गस से उड़ उड़ कर गई। हम सारे लोधी गार्डन पहुँच गये।

रेहान

एक वेवी डॉल आयी और वोट को बोली "क्या आप मेरे साथ खेल सकते हो?" तब वोट ने बोला "हाँ मैं आपके साथ खेलूंगा"। तब वोट को आवाज सुनाई दिया हुस हुस। एक साँप आ गया और वेवी डॉल ने पूछा साँप को "क्या आप हमारे साथ खेलोगे?" साँप ने कहा 'हाँ'। जब सारे खेल रहे थे तभी वहाँ पर एक भालू आया घर से निकल कर। भालू ने पुछा "क्या हमारे साथ वॉल खेलोगे?"। फिर सारे मिलकर वॉल कैच एन्ड कैच खेलने लगे। खेलते खेलते रात हो गई तो साँप पानी में चला गया और भालू अपने घर चला गया। वेवी डॉल अपने वोट में बैठ गयी और चली गयी।

कुहू

एक बड़ा सा सन फ्लावर था। कुहू सन फ्लावर के उपर बैठने की कोशिश कर रही थी। धीरे धीरे पत्ते के उपर चढ़ कर फूल पर जम्प किया। फिर वहाँ पर एक तितली आई। फूल ने कहा "क्या हम आपके साथ जा सकते हैं?" फिर फूल कुहू तितली के पीठ पर चढ़ गई। फूल तितली के घर गई तो वह खूब खेली। हनी पिपिया ड्रौइंग किए।

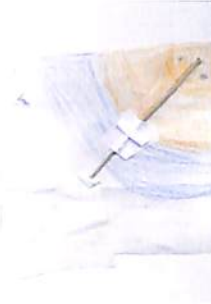


आर्यमान

ये एक घर है और ये सारे आदमी हैं। एक दिन ये सारे कहीं घूमने गये थे। वे रास्ते में एक टाईगर से मिले। सारे टाईगर के ऊपर बैठ गये। टाईगर जोर से भागा और एक पहाड़ के ऊपर चढ़ गया। वहाँ स्लाई करके ऊपर से वर्फ ले आए और वर्फ का गोला बनाकर नीचे फेंक दिया। वह नीचे जाकर एक कुर्मी बन गई। फिर और एक गोला फेंका तो वह एक वाशिंग मशीन बन गयी। फिर एक गोला फेंका तो एक वाथरूम बन गया। फिर एक गोला फेंका तो एक घर बन गया। फिर एक गोला फेंका तो पेड़ बन गया। फिर पत्ता बन गया फूल बन गया। फिर जब सारे नीचे आ गये तो सारे वर्फ के गोले मिलकर एक बहुत बड़ा वर्फ का गोला बन गया। उसको जब मारा तो वह एक किसमस ट्री बन गया। फिर उसमें तारे भर गये। फिर सारे आदमी जब उस ट्री के ऊपर चढ़े तो देखे वे सब स्टार के अंदर चॉकलेट भरा हुआ था। फिर सारे चॉकलेट खाने लगे।

Araan, after making a kite

One day a kite was going high up in the sky. A bird and an aeroplane met in the sky and the aeroplane said 'Hai' to the kite and the kite said 'Hello'. When the kite was flying he saw a big house and the kite thought he must go inside the house. When the kite went, there was nobody in the house and he saw there is a swimming pool near the house. He thought that I must go and ask the children and drink some milk from the house and he drank some milk and went for swimming with friends (bird, aeroplane) and after that he thought I must fly. When he was flying he saw a big pond he sat there drank some water and when he was going, it became night. He ate some food in his own house and slept. He heard 'kurkur' sound in the morning; he got up and went to school. The kite did drawing in the school and played.



आरुश during the topic of 'musical instruments.'

एक बार एक बाँसुरी थी। सारे बच्चे उसको छोड़कर चले गये। वह अकेली रह गयी और दुःखी होकर वहाँ से चली गयी। जब दूसरे दिन बच्चे वापस आए तो देखे कि बाँसुरी वहाँ नहीं थी। वे बाँसुरी को ढूँढ़ने लगे। यहाँ वहाँ ढूँढ़े। पेड़ के पत्तों में भी ढूँढ़े। घर में ढूँढ़े चारों ओर ढूँढ़े। बाँसुरी दूर आसमान में चली गयी थी। फिर बच्चों ने उसको देखा और उसके पास गये उसके गले मिले और बोले कि उसको कभी अकेल छोड़कर नहीं जाएंगे।



गौरी during the topic of Janmashtmi

फूल जा रहा था कहीं। उसके बड़े बड़े विनास थे। वह जा रहा था तब उसको बादल मिले। फिर वह गए मम्मी के पास। फिर उनको एक पेड़ मिला। विहान और गौरी और पाखी और अविशी गाड़ी में बैठकर ग्रास के पास गए। ग्रास ने बोला कि " मैं आपको एक सींग दे दूँगा तो आप गाय बन जाओगे। " फूल गाय बन गया और स्कूल गया। गाय अपने दोस्त को मिला। वह बाँसुरी बजा रहा था। फिर फौग कि तरह टप टप करके आया। सब फिर मम्मी के पास गए और कहानी बताए।

एमी After listening to the stories of Sri Krishna and Ram

मेरी मम्मी एक दिन शोपिंग करने गयी थी। शोपिंग में वह फूल लायी थी। गुलाब फूल को भी देखा उसने उसको लाए। कैन्डलस लाए दीया लाए। वह खेले मेरे साथ पापा भी खेले। राम जी आए उन्होंने नौक नौक किया। "हेलो एमी मैं आपके साथ खेलूँ?" राम जी बोले। फिर कृष्ण जी भी आ गए। सब मिलकर ड्रिंग कटिंग पेस्टिंग किये। दुर्गा माँ आयी कृष्ण जी और लक्ष्मण जी भी आ गए। सारे फेन्ड लोग आ गए उनसे मिलने के लिए।



Blue Group, Age: 5+ Years

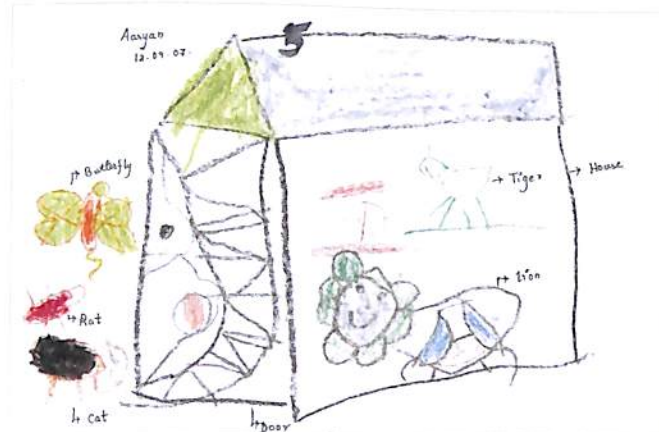
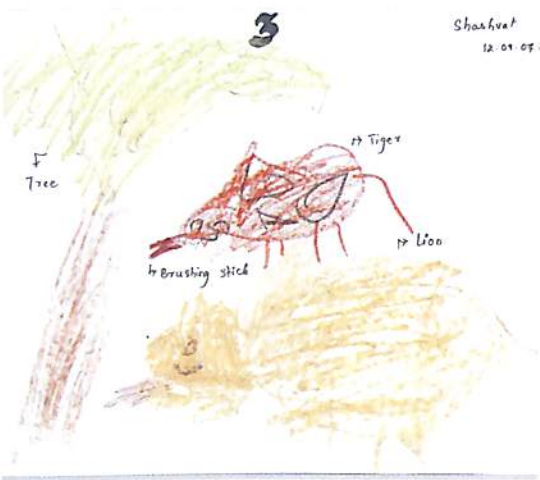
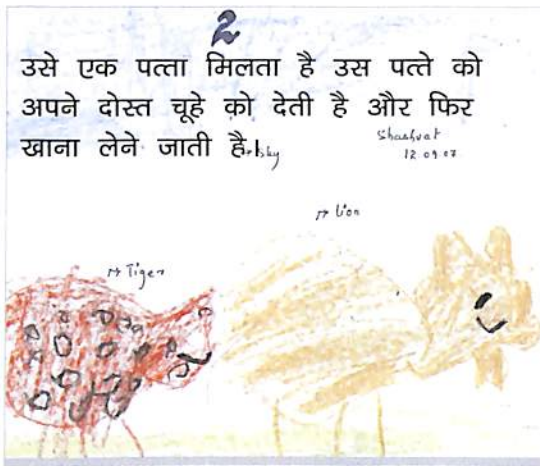
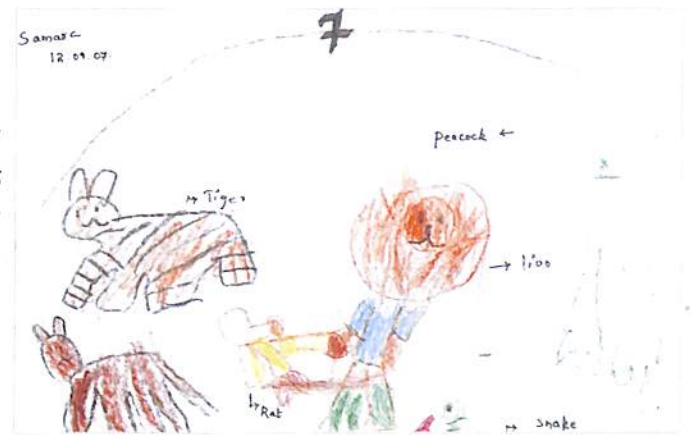
Creative Group Story

To develop the expression ability and their fantasy and perception several language activities are planned. Out of which, story making helped them come up with new ideas and expression.

रास्ते में उनको एक शेर मिलता है। शेर उनको कहता है कि आज उसका बर्थडे है, तो उसके घर में बहुत खाना है, तो वह सब अपने दोस्तों को लेकर उसके घर आ सकते हैं। तो बिल्ली, चूहे को और साँप को लेकर शेर के घर जाती है। >>

अचानक बारिश होती है। तब सब बारिश से बचने के लिये एक ट्रेन में बैठ जाते हैं उधर उनको एक रोज़ मिलता है वह कहता है कि मेरे पास एक शक्ति है जिससे मैं बारिश रोक सकता हूँ। >>

रास्ते में उसको एक बटरफ्लाई मिलती है। वह दोनो दोस्त हो जाते हैं और दोनो खाना लेने जाते हैं।



जिवेश, आर्यन, आदयातारा, शाशवत, माधव, रितोजा, समारा

Blue Group



एक जंगल में तीन शेर रहते थे। साथ साथ में दो सोन परी रहते थे।



वहाँ पर एक रोड था। दो परियाँ शेरों के साथ कुछ लाने गयीं।



उन्होंने सोचा कुछ प्लांट्स करें। उन्होंने जब प्लांट लाना लिया और उसमें पानी दिया अच्छे से उसका देखभाल किया।

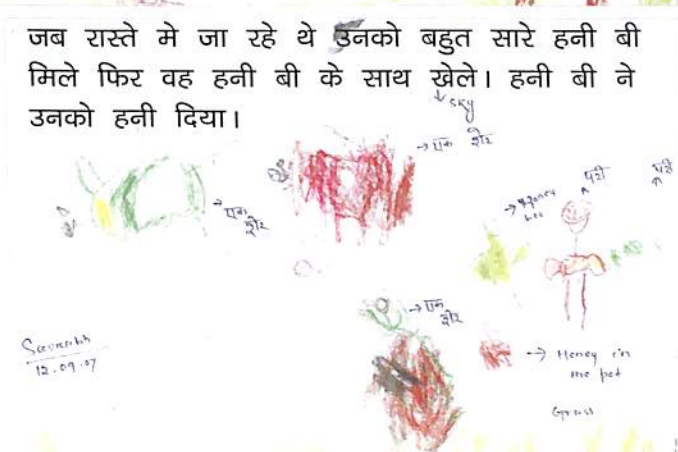
नदी के पास एक तितली ने सोन परी को बोला, 'क्या आप मेरे साथ तैरोगे?' तो साथ साथ तैर कर खेले और मजे से रहने लगे। >>



फिर उधर एक लेडीबग मिला उसने सोचा मेरे साथ कोई दोस्त नहीं और बोला, 'क्या आप मेरे साथ खेलोगे?' फिर सोन परी ने कहा 'चलो चलो हम नदी के किनारे कुछ कुछ कलेक्ट करते हैं।' >>



जब रास्ते में जा रहे थे उनको बहुत सारे हनी बी मिले फिर वह हनी बी के साथ खेले। हनी बी ने उनको हनी दिया।



अदिति, रिनी, अदिति वैष्णवी, गर्वित, सौरभ, अबेनी, त्रिनन्जना

Green Group, Age: 6+ years

Purpose of project work is that the child who is six years old has his/her identity in focus. They all need to be independent physically, emotionally and mentally.

understand and control their emotion.

How do we do this?



>> Loving each of them deeply and aspiring for their inner progress. A lot of involvement in each activity.



>> We try to do a lot of reflective activities, so that the child will be able to learn the art of knowing his/her own being.



>> For few children who are not emotionally and mentally independent we try to create an environment and situations which will help them to grow and open up.

>> Interaction with parents is required for this. Their receptivity also matters a lot.



They all need to think what they want to do and why they want to do that. They need to



>> We try to interact with each individual closely. This helps us to see the real potentiality of the child and we plan accordingly.



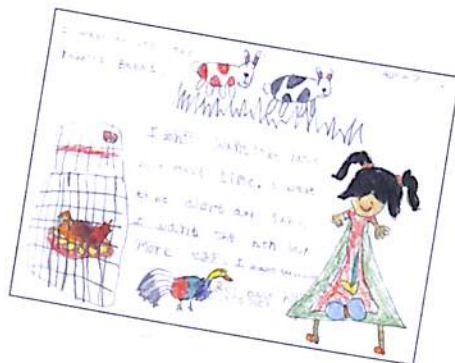
Green Group

Individual learner:

Here is a glimpse of two of the children's planning of the topic "Hen and cock".

What cock and hen have in their body? Why cock is big and hen is small? Why cock and hen fall their feather? Why hen lives inside for many days and cock moves out side? Why hen and cock have feather? What cock and hen eat? Why hen sits on her eggs? Why cock and hen cannot fly up in the sky?

Another child's planning for the topic, 'Bird':



Birds कैसे होते हैं? What are the sizes of different birds? What they eat and how they eat? How they walk? How the nest is? How the eggs are? How they fly and their flying style? Collecting different types of feather, observing different types of beaks, observing their places where they live. How the mother feed the kids? How their mother teaches the baby birds to fly?

Imaginative expression:

Few of the expressions of children while working on the topic "bird".

A: If I will be a duck:

I will play with flowers. I will make things beads. I will have fun with the butterflies. I will have blue feathers. My pony will try to touch the top of the trees. I will try to talk and play with the lion. I will make chairs and drawings. I will make bangles for me and my friends. I want to touch the clouds. I want to become a duck teacher.

B: If I will be a parrot,

I will lay eggs. I will play with the clouds and with my friends. I will make a nest. I will love everyone. I will bring seeds for my little birds. I will drink flower juice. I will make a pony with my green hair. I will play hide and seek with my friends. I will sing Choo Choo.

C: मैं हूँ एक कूकू चिड़िया, दाना मैं खाती हूँ, मैं आकाश में उड़ती हूँ, मेरा दोस्त है सूरज, फूलों का रस पीती हूँ, फूलों के बीच में रहती हूँ, सारी चिड़िया मेरी दोस्त हैं, मैं हूँ एक कूकू चिड़िया।

Poem made by a child on the occasion of "राखी"

धागा रे धागा, धागा रे धागा
राखी का ये धागा,
प्यार का ये धागा, दोस्ती का ये धागा
रक्षा का ये धागा, ताकत का ये धागा
सबका ये धागा, सुन्दर सा ये धागा।

Few anecdotes:

A: One day en route to the dining hall, One child saw the cock sitting on the ground and said, "लगता है कि मुर्गा अंडा देने वाला है।" Hearing this, another child quickly

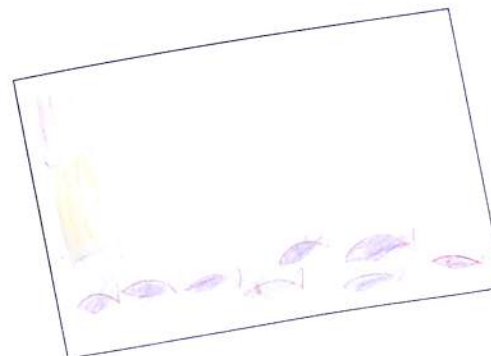
replied, "अरे ! मुर्गा अंडा नहीं देता है, मुर्गा अंडा देती है। तुम अपने पापा के पेट से निकले हो कि मम्मी के पेट से निकले हो? कभी पापाओं का पेट बड़ा होता है ? मम्मियों का पेट बड़ा होता है। "

B: On another occasion, during the circle time all children were sitting inside the circle. All were waiting for the music to start. Suddenly a different music was played. All children started talking among themselves that this is different music. One of the didis told them that this is soft music. After this music the other music will come. One child asked 'what is the name of the other music?' Another child in her natural innocence sitting erectly answered, 'if this is soft music, then that is hard music.'

Mathematics in life:

A: Once one of the didi was telling the story of "Krishna and Sudama". She said "Sudama had two children." Suddenly one of the child remarked, "Nahin, Sudama ke bahut bacche the." Another child opposed this and said, "Nahin, Unke do hi bacche the." They started arguing with each other. Seeing their argument, another child said, "Koi baat nahin, Sudama ke kucch bacche the."

B: In the dining hall didi asked one child, "Aaj kitne roti liye?" The child replied, "One and half". Didi said, "Oh! Iska matlab tum Chaar roti se tin kam aur half roti liye ho?" The child said, "Nahinji. Maine char roti liya, do didi ko de diya. Baki bache do. Do



Green Group

ko main half-half kar diya. Ek ka half-half maine kha liya. Baki bache half-half. Phir se usko half-half kar diya. Matlab quarter-quarter kar diya. Do quarter didi ko de diya aur do quarter maine kha liya. It took a long time for the didi to calculate the complicated calculation.

Few of the reflective activities which we did this year with our children

When do I feel free and when do I feel close?

Aadya

I feel free when I do swinging, hanging, reading and playing.

I feel close when I am inside a room, when I am inside a cage and when I sleep.

Amna

I feel free:

When I am on the swing, when I run, when I play with the blocks, when I am on the trampoline at home, when I play in the rain, when I am on the tree, when I am in water and I close my eyes, I can hear the water talking and if I could fly then I would feel free.

I feel close:

When I play hide and seek and I hide under a table, when I am in the car, when I have to sit in the circle, when I have to wind up, when I ask my mother Can I go to my friend's house and she says no, when I want

a fruit and it is not there, when I wash my utensils and when I hide inside the cupboard.

Ananya

I feel free

When I sit on the tree, when I wash utensils in the kitchen and when I swing on the tyre.

Anika

I feel free

When I play foot ball, when I do my work and when I am on the top of the tree.

I feel close

When I ask my mother Can I go for swimming and she says no, when I draw, when I see the birds and animals are inside the cage, when I read a book and when I see rabbits are in cage.

Arunima

I feel free

When I hold my friend's hand, when I ride bicycle, when I see butterflies, when I play

in the swing, when I eat mango, when I look at the trees, when I play in the monkey bar, when I fly kite and when I swim.

I feel close

When I sit in one place and when I have to put every thing back.



Aura

I feel free

When I run, when I go to school, when I swing in the tyre, when I hang on the bar, when I stitch, when I do my work, when I swim, when I drink, when I draw and when I play football, when I cook and when I sit quietly.

I feel close

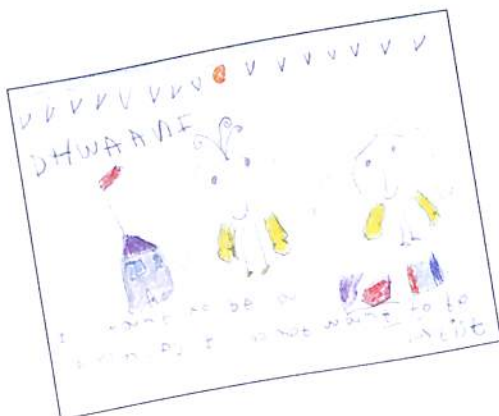
When I ask mummy, "Can I go to my friend's house?" and she says 'no', when I come back from school to home, when I climb on the trees, when I write and when I cry.

Brishti

I feel free

When I climb on the tree, when I swing, when I do bird watching, when I see a flower, when I walk out side.

I feel close



When I am in a Car, I feel close near the red light, when I want to do cutting and pasting and mummy says no.

Dhwaani

I feel free

When I see water, when I see flower, lying on the grass when I see birds flying, when I see the clouds and when I climb on a tree. I feel close

When I sit in the circle, when I sit inside a car and when I am inside my house.

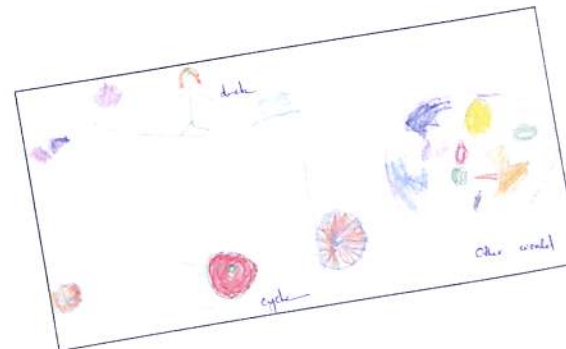
Gautam

I feel free

When I draw, when I see duck, when I slide, when I do paper folding, when I play football and when I play with blocks.

I feel close

When I want to do cutting and didi does not allow, when I want to do cycling in the morning and mummy says no, when I want to go to the Macdonald and papa says no, when I see animals in the cage and when I see the rabbit is in the cage.



Green Group



Katha

I feel free

When I hang on the hanging bar and when lying on the ground I look at the sky.

I feel close

When I collect feathers from the hen's cage and when I hide under the table.

Manav

I feel free

When I do tree climbing, when I play, when I see the birds and play in the slide and when I play football.

I feel close

When I sit on a stone, when I sat at home, when I sit on the grass and when I wear glass in my eyes.

Pankhuri

I am free

When I play in the sand pit, when I touch the tree, when I see butterfly and flowers and when I play in the slide.

I am close

When I climb on a tree, when I do drawings, when I go in a car and when I stay inside the room.

Pranavi

I am free

When I sit, when I play in the merrygo-round, when I swim in the water, when I walk with a flag.

I am close

When I play in the sand-pit and when I do see-saw.

Rukmini

I feel free

When I walk, when I swing, when I swim with fish in the river and when I play with my friends.

I feel close

When I eat food, when Sudarshan takes things from me which I need, when I ask my mummy to go to my friend's house and she says 'no' and when I play football.



Satvik

I don't feel close. I am always free. I feel free when I play football, when I see birds, when I play with my sister and when I am alone.



Shanaia

I feel Free

When I ride on a horse, when I slide, when I swing, when it rains and I run on the grass.

I feel close

If I stay inside a cupboard, when I hide behind the canvas, when I am in a box and when I am in a car.

Soham

I feel free

When I do river crossing and when lying on the grass and playing with the breeze.

I feel close

When I sit in the circle and when I sit inside the car.

Vidur

When I see the fish I am free, when I draw the pictures I am free, when I do wall climbing I am free, when I run I am free,

when I sit in the circle I am free.

When I talk in eating time I am close, when didi tells to eat fast I am close, when I cannot think, I am close.

Vivek

I feel free

When I climb in climbing bar, when I do drawing, when I see turtle in the fish pond, when I play with the blocks, when I play train game and stand in front of every one (During the morning games time when he leads the group) and when I do bird watching."

I feel close

When anyone screams in the circle time, when I play in the sandpit, when I see fish in the fish pond and when I feel thirsty.

*Go on aspiring and the
necessary progress is
bound to come*

The Mother

*It is by combined and patient
effort that all
good work is done*

The Mother

*Whenever things become
difficult we must remain
quiet and silent*

The Mother

"What I want to be and what I don't want to be"

Aadya

I want to be like a butterfly because it can fly in the sky. A butterfly has beautiful wings and it has beautiful colours. I would also like to be a flower because it can fly in the sky.

Amna

I want to be a fairy. I want to be a butterfly, because they can fly. But I don't want to be a slug because it walks slow.

Anika

I want to be a flower. I want to be a butterfly. I don't want to be a fish.

Ananya

मैं तारों के साथ उड़ना चाहती हूँ ,
मैं कमल की तरह खुलके तैरना चाहती हूँ।
मैं फूल की तरह खिलना चाहती हूँ ,
मैं सीखना चाहती हूँ कि कैसे दीया जलता है।

Arunima

I want to be a butterfly. I do not want to be sand.

Aura

I don't want to be late in the music time. I want to be alert and quick. I want the hen to lay more eggs. I want the cock to get back his feathers and I want to see the rabbit's babies.

Brishti

I don't want to be a slug, because it walks slowly. I want to fly like birds.

Dhwaani

I don't want to be an artist because I know that I cannot draw things nicely.

Gautam

I want to play with everybody and I don't want to fight with anybody.

Katha

I want to be a butterfly because it can fly in the sky. I don't want to be an ant because it is very small.

Manav

I want to be like a rabbit because it runs fast.

Pankhuri

I want to be a sailor and I don't want to be a mechanic because his clothes and hands get dirty when he repairs the vehicle.

Rukmini

I want to be a drawing master.

Satvik

I want to be strong. I want to be brave. I want my mind to be strong. I want my mind to be in my control.

Shanaia

I want to be an artist.

Soham

I want to be a pigeon because it can fly. I do not want to be a monkey because it spills nuts.

Suvin

I want to play nicely I want to draw nicely and I don't want to be a doctor.

Vidur

I want to be a healthy child. I want to be like an ant because it works very hard. I want to think fast. I don't want to be a weak child. I want to be attentive.

Vivek

I want to be always happy. I want to be always careful. I want to be always brave. I want to be always quiet. I don't want to talk during the lunch time. I don't want to finish my breakfast after music time. I don't want to talk bad things. I don't want to scream. I don't want to be weak. I don't want to be small.

There are various instances like this. Now these are the points where the teacher has to be aware of and try to create enough opportunities where the uniqueness of the child finds an environment to blossom. Besides this, we believe a personal deep relationship with the child and an inner aspiration for growth and progress always helps the child to flower beautifully.

Green group diya



*It is in the Divine that
we shall always find
all what we need*

The Mother

*A great joy is always deep in
our heart, and always we can
find it there*

The Mother

*With a quiet mind
and peaceful heart,
let us do the work happily*

The Mother

Green Group

A few of our reflections:

Reflection 1

(Inner blossoming)

While working in the group, I was thinking one child as a slow learner. But slowly I started feeling that she is very different from others. In the Green group I tried to spend more time with her and now I am so happy when I see her innocence and her simplicity. When I interact with her, she expresses her feelings and experiences so beautifully that at times I feel how a six year child can express such high things. For example, to the question "when do you feel free?" she answered, "When lying on the grass I look at the clouds, when I see water, when I see bird's flying in the sky." Listening to her answer I got wonderstruck. Many a time I see her doing very different things from others, like talking with her own self, thinking something very deeply. While others could read, write and give a lot of information about the outside world, I feel very special for that child, because her inner core is so alive that it gives me a joy to see her blossoming like flower.

Reflection 2

(When a child finds it difficult to work independently)

In the month of Sept. when all children were busy in working on different individual subjects, one child showed no interest. She refused to work on anything. She would just move around the group and see others. After two days, I asked her, "Would you like to help Red group children in cutting with scissors? (She loves to cut different designs with scissors). She agreed immediately. She went to the Red group and talked to the didi. She planned independently. She set her corner and she showed me the designs which she will cut in front of them. I saw her guiding beautifully the other two small children of Red group. She could discriminate the levels of both those kids and accordingly she gave them work. To the one who was skillful she taught a difficult design whereas to the other she taught how to cut in lines. This helped her to increase her confidence level.

Reflection 3

(Inner revelation)

This year in the middle of the Green group, I was little disturbed seeing the child's lack of interest in doing different things. I was thinking that he is losing his individuality. During that period, once I told the children a story of an old woman who was very poor. She got a mango one day. Half of the mango she ate and the other half she kept for the next day. That night Lord Shiva came in a disguise and asks for hospitality. Now that poor lady has nothing to give. So she gave the half mango to Lord Shiva. After telling the story, I asked children if any day Lord Shiva will come to you in a disguise, what you will give. All children started thinking. Everyone said something like doll, frock, toys, statue etc. That child after a deep thinking said, "Main apne aapko hi de dunga". I was happy to see that after few days the child again started concentrating on doing his work.

Reflection 4

(Utilizing the learning on another occasion)

This year during the Independence day celebration time, children of Green group learnt few lines from Sri Aurobindo's epic poem Savitri. The last line was like this, "Heroes and armors of the army of Light. I tried my best to explain children the meaning of those lines. After few days, on another occasion one child was crying due to some reason. I heard one child saying to him, "Don't cry. Army of Light's children never cry. They are very strong."

Age: 6+ Years

Aim: Children to experience the concept of time

Why?

Children live in the world of fantasy and imagination. But slowly with the development of the mind, their curiosity begins and they want to know things related to the real world. At this time it is very important to nurture their fantasy and imagination, alongside growing consciousness of the real world. This year, when we saw children slowly becoming aware about time by asking many questions related to time, we diya thought that this is the right time to introduce the concept of time.

While planning for the topic, we diya felt the necessity of integrating all the aspects of development together like, physical, vital, mental and psychic. So, we planned accordingly. Here is a description of the planning.

Planning of the project:

Physical domain:

Playing different shadow and light games
Developing hand skills by making different types of clocks. (Sand clock, water clock, sun dial, drawing the pictures of different types of clock.
Developing eye hand co-ordination (making straight lines by using the scale)
Learning to manage one's own work (Night stay)

Vital domain:

Developing the sense of sight and touch (Feeling of warmth during the day and feeling of coolness during the night)
Observing one's own time schedule and learning to utilise the time properly
Sharing things with other and adjusting with others (Night stay)

Mental domain:

Watching the movement of the sun from rising to setting
Observing the shadow size
Direction of the sun
Watching the night sky
Learning to see time in the clock

Language development:

Vocabulary development - In English

(half past, quarter past, half an hour, hour, minute, second etc.)
Developing imagination and expression by making poems and presenting them before others.
Writing skill and reading the time in the clock.

Initial Math:

Understanding minute, hour, day, night, morning, afternoon, week, month and year.



Solving problems related to time (addition, subtraction, division and multiplication)

Psychic domain:

Experiencing time

Observing and experiencing the beauty of sunrise and sun set

Living together with love and harmony

In the month of February, Green group children have explored different areas related to time. In the morning when they came to the group, they saw the changes in the environment. The group was decorated with varieties of clocks. Then during the morning games time, the topic was introduced through the game 'What is the time Mr. Wolf?' In the group they shared their understanding about time and slowly their understanding about time increased through various activities, like, observing sun rising and sun setting, observing and

playing with shadows, measuring their own shadows at different times, making sand-clock and water clock, making their own time chart, observing the clock and learning to see the clock at different time and making sun-dial. It was interesting for them to compare the time by observing and playing with different sizes of water clock and sand clock. Finishing lunch by watching the sand clock was fun for the children. Using leafs, stones and seeds, they once made a very big clock on the open stage, which they named 'World's biggest clock'. They slowly became aware about their own time schedule, which they expressed by making a 'time book'. The concept of day, night, week, month and year were introduced to them during that time. Their understanding of this they have expressed through poems. They learnt to see the clock. In small groups they played various games related to mathematics. The most interesting part was the night stay. In order to make a 12 hours

sun-dial they stayed for one night. They observed the direction of the sun and measured the size of the shadow along with this. It was an interesting project for children, which helped them to understand various new concepts of time.

Children's poem on 'time'

समय

मैं समय हूँ।

मैं सबको बताता हूँ।

समय की याद दिलाता हूँ।

मैं बताता कब दिन होता, मैं बताता कब रात होती,

दिन रात दिन रात चलता है ,

सप्ताह में पहुँचता है,

सप्ताह सप्ताह चलता है , एक महीना होता है,

महीना महीना चलता है, एक साल होता है।

मैं चलता रहता हूँ मैं कभी नहीं रुकता हूँ

काम की याद दिलाता हूँ , मैं

चलता रहता हूँ

मैं समय हूँ ।

दिन

सूरज जब आता है

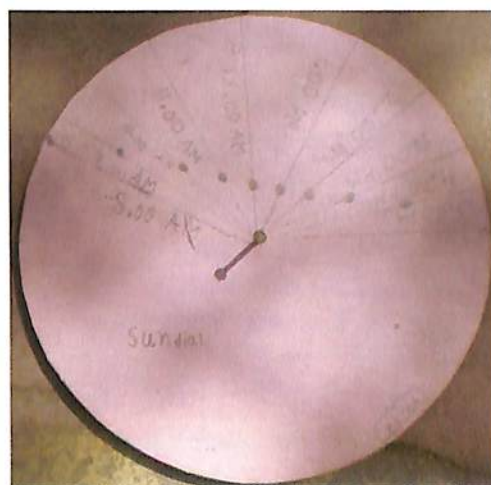
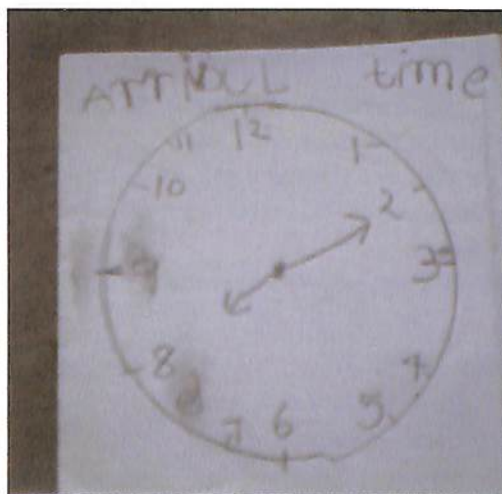
दिन का पता चलता है।

दिन में हम काम करते

दिन में हम खेला करते

दिन में पक्षी उड़ते रहते

दिन में फूल खिलते रहते।



रात
जब चंदा तारे निकला करते
सूरज नदी के नीचे छूप जाता है।
फूल की पंखुड़ियाँ बंद होती है।
रात धीरे धीरे आता है
हम सब सो जाते हैं।

सप्ताह
सोमवार होता है पहला दिन
जल्दी जगने का है दिन
मम्मी दौड़ी जगाने के लिये,
नखारे बनायें हम उठने के लिये
तैयार हुए हम रोते रोते
विद्यालय पहुँचते ही हम हँसने लगते

मंगलवार है दूसरा दिन
अपने आप तैयार होने का दिन
मीराम्बिका में इडली साम्बर का
दिन
जमके काम करने का दिन
मजेदार खेल खेलने का दिन

आधा दिन है बुधवार को
बच्चे खुश हैं घर जाने को
गाना सीखते नये नये
जंगल जिम चलते दायाँ बाएं।

गुरुवार है कड़ी चावल का दिन
खाना झट-पट खाने का दिन

शुक्रवार मीराम्बिका का शेष दिन

मजे से हम काम करते
खात्म करके खेलने जाते।

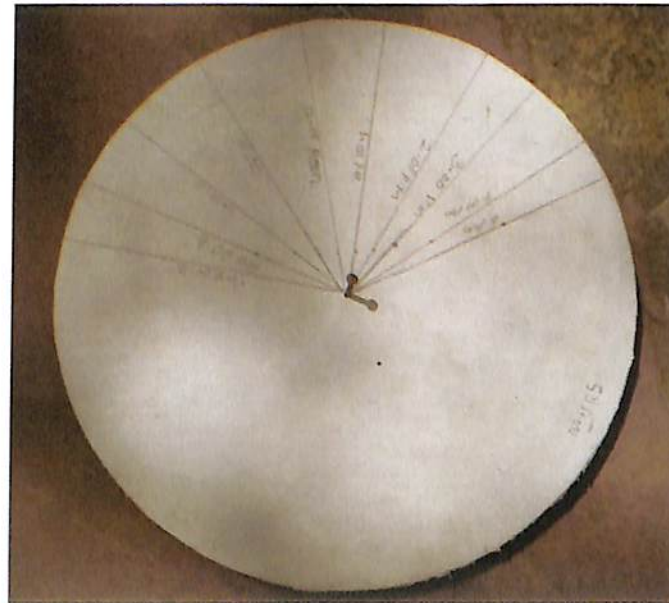
शनिवार है छुट्टी
माता पिता की है मीटिंग
दोस्तों के घर हम जाते हैं
खूब मजा हम करते हैं।

रविवार है छुट्टी का दिन
आराम से हैं सोने का दिन
धिना धिन् धिना धिन्...

*We aspire to be
liberated from all
ignorance,
liberated from
our ego
so that we may open
wide the doors of the
Supramental's
glorious
manifestation.*

*Often man is
preoccupied with
human rules
and forgets
the inner law*

The Mother



My Notes

Yellow Group, Age: 7+ Years

Children of this group are 7 years old and had now shown interest to choose and study a topic on their own. Some of them were interested to know about States of India, The World and Space, which were very far from their immediate surroundings. Hence we asked them how much they knew about the place and city where we live. No one had any appropriate answer. However going from near to far was our aim. Hence, we chose Delhi as our topic. This was the beginning of our Delhi topic, which gave children an opportunity to learn, become independent, resourceful and more

responsible. They enjoyed learning, doing different skill work with their friends. There was a learning environment in the group when they were making the charts, maps and models. Children also created poems, riddles and stories.

Concrete to abstract was achieved through this project. The most important part was that children enjoyed in learning and explored a lot while working.

Aim:

Physical development: Development of skills - Drawing and painting, cutting and pasting, stitching, model making - using wood, clay and cardboards.

Vital Development

Team work: Learning by sharing

Aesthetic sense

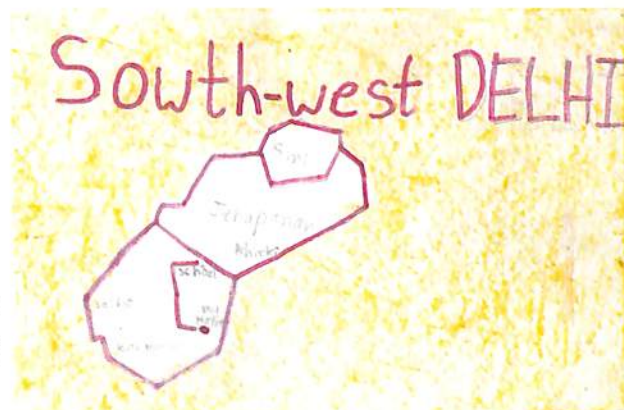


Yellow Group



(Top) A Guide map of Yellow Group by Gauri

(Right) A map of South-West Delhi sketched very precisely



Mental Development

Language development - Creative writing (making stories, poems and riddles) vocabulary development, Information processing by collecting pictures, doing interviews, visiting places and Information presentation through puppet show and story telling sessions.

Activities under taken to achieve the above objectives

1. We began with the map of the group. Children drew different maps of their homes and group

2. They were guided to draw maps to show their way from school to home and different places of Delhi.

3. Through different games Children came to know about directions. It was a great fun to play those games. We also introduced them to map of India

to find out Delhi and some Delhi maps to find the different places in Delhi. Children loved exploring maps. Everyday morning we would find children busy improving their maps. Through the map they came to know about different monuments and important places like Rashtrapati Bhawan, hospitals, parks and airport.

4. Then we started (working on their) skill work. They were divided into a groups of 3 or 4. They made different monuments like Red fort, India gate, Qutub minar, Humayun's tomb and Mugal garden.

A few children did drawing and painting of different monuments, hospitals, schools and parks.

After completing their models each one wrote a poem.

कुतुब मीनार

कुतुब मीनार कुतुब मीनार
सबसे ऊँचा कुतुब मीनार
दूर से देखो छोटा दिखता
ऊपर चढ़ोगे डर लगेगा
कितना प्यारा कुतुब मीनार
इतना मजबूत कुतुब मीनार
कोई इसे उठा नहीं सकता
इतना अच्छा कुतुब मीनार
दुनिया में सबसे ऊँचा
लोग दूर दूर से आए
इतना अच्छा कुतुब मीनार

परम

कुतुब मीनार

कुतुब मीनार कुतुब मीनार
सबसे ऊँचा कुतुब मीनार
लाल पीला उसका रंग
प्यारा है ये कुतुब मीनार
लोग दूर दूर से आए
कुतुब मीनार से चौक जाए
लोग ऊपर चढ़-चढ़ जाए
नीचे झुक कर देखा जाए
कुतुब मीनार कुतुब मीनार
है ये प्यारा कुतुब मीनार
लाल रंग है मेरा और
मैं हूँ राजा का किला
और मेरे अन्दर
जरूर आना और मजा
कर के जाना।

सौम्या

लाल किला भई लाल किला

लाल किला भई लाल किला
रंग है उसका लाल पीला
15 अगस्त को वहाँ हम
फहराते हैं झंडा
चिड़िया देती है वहाँ अण्डा
उसके बाहर है एक गढ़वा
जिसके अन्दर है पानी भरा
लाल किला भई लाल किला
उसके ऊपर आसमान लाल और नीला
उसके अन्दर है दो बन्दर
जिनका नाम है चन्दर और चुकन्दर
उसका मुँह लाल भरा
लाल किला भई लाल किला

अरनव, यश

ऐसा कौन सा दरवाजा है जो कभी-भी
बन्द नहीं होता। मैं बड़ा सा हूँ।
उत्तर है- इंडिया गेट
स्नेही

मैं हूँ बहुत पुराना मैं हूँ अनोखा-सा मेरा
रंग है लाल
और मुझमें होता है गोल-माल।
मैं हूँ बहुत ऊँचा मीनार छत से देखो तो
दिखाता है
दिल्ली चिड़िया और बिल्ली।
स्नेही

राष्ट्रपति भवन
राष्ट्रपति का घर है राष्ट्रपति भवन
जिसके बगीचे में आता है पवन।
पेड़ झूमे कोयल गाए फूल खुशबू दें और
तितलियाँ आएँ
फूल की अच्छी खुशबू है इतनी अनोखी
खुशबू है
मधुमक्खियाँ आए सबके मन को भाए।
बहुत सारे फूल हैं हम जब उनको देखते
हैं
लगता है वे हँसते हैं।
आसमान है नीला, सूरज है पीला
बारिश आए वहाँ पर सबको करे गीला।
अल्ली, सृष्टि

डियर पार्क
डियर पार्क डियर पार्क
सबसे प्यारा डियर पार्क
डियर पार्क में सिर्फ हिरन नहीं
बहुत सारी चीजें हैं
थोड़े जानवर भी हैं
पर वो ज्यादा दिखाते नहीं
पेड़ पौधे बहुत सारे हैं
इसलिए जानवर दिखाते नहीं
और बहुत पेड़ दिखाते हैं
फिर भी अच्छा दिखाता है
डियर पार्क डियर पार्क

शिवांशी

लोदी गार्डन
लोदी गार्डन है बहुत सुन्दर सब लोग
आते हैं उसके अन्दर
पेड़ पौधे हैं उसके अन्दर फूल खिले हैं
सुन्दर-सुन्दर
ठंडी का मौसम जब आता है बहुत सारी
चिड़ियाँ उड़कर आती हैं
कोयल जब कू-कू करती है लोदी गार्डन
में
तब खुशियाँ आती हैं हमारे मन में
इसको बनाए कोई राजा रानी, वहाँ
बैठकर पीते वे सब पानी
पीते-पीते थक गई रानी तो राजा ने
सुनायी कहानी
कहानी में थी एक राजा और रानी उनकी
थी एक नानी
नानी सुनाती थी उनको कहानी।
अनन्या, मेघा

मैं हूँ बहुत पुराना
मैं हूँ अनोखा सा
मेरा रंग है भूरा
खात्म आपका काम पूरा।

मैं हूँ बहुत ऊँचा मीनार
छत से देखो तो दिखाता है दिल्ली
चिड़िया और बिल्ली।

अल्ली

5. Language development - it was achieved through letters and poems. After completing their models each one wrote poems and riddles on it. We could observe continuity in the flow of their language. They learnt and used new vocabulary and enjoyed reciting their poems to their friends.

Riddles

- >> I am very old. I am reddish in colour. Pandavs were living inside me. You can go inside me.
- >> I am in the middle of Delhi. I am medium in size. I am made for the soldiers. I am yellowish in colour.
- >> I am like the shape of a lotus. I am white in colour. I am a temple. I am very big. You can pray inside me.
- >> Haji Begam and Akbar made me. There is a pond in front of me. My

. Yellow Group

colour is red and white.

- >> I am a monument near Red Fort. People come inside me to pray. Who am I?
- >> I am a thing very big. In front of me a hole is dug. Who am I?
- >> I am a thing. My color is brown and dark brown. Who am I?
- >> I am a thing. My shape is heart shape. Who am I?
- >> I am a riddle like a needle but not sharp. Who am I?
- >> I am a thing. People come inside me. They do picnic. Who am I?

Shivanshi

Who am I

I am red the flag gets hoisted on me.
I am tall I have designs on the side.
I am red and brown I have name around me.
I am old the five pandavs made me.
I am white I am like a lotus.
Why do we go to temples?

For our good, we don't pluck the flowers and plants and we don't hurt anybody.

Shristi

Yellow Group

School is a place where we play where we read and where we make things. Different schools have different names and children go to school and we like our school.

Saumya

About Parks

In parks you can teach children how to cycle and in parks you can skip and in parks you can do yoga so parks are used for many things.

Megha

About Airports

INDIRA GANDHI INTERNATIONAL AIRPORT is in Delhi. Airports are used for going far away from our country. Airports are big. Guests come by air.

Airports have bag checkers.

Metro Train

In Delhi there are metro trains. Metro trains can travel very very very fast.

In Delhi Metro we can go only with in Delhi. Metro Train goes faster than train.

Shivanshi

Dear Aruna,

How are you? You are welcome to Delhi. If you are coming to Delhi. You can stay in my house or you can stay in the guest house in Delhi. You can see the monuments and India gate and Lotus Temple. We can take you to the shops. If you are coming here, you can see what you want to see. When you come here, come in a good aeroplane. You can travel by taxis to different places.

You can see my school. You can go in the Metro. At this time, you can see the exhibition.

Ananya

Hello, I am a garden. I live near Rashtrapati Bhawan. People come here in February.

A very high tower. I was build by Qutubuddin Aibbek. I am red in color. I have small designs on me and an iron pillar.

I am the President's house. I have 350 rooms. I have a pond inside me. I was built by Edwin Lutyen.

In post office we get stamp to put on this letter. We can also send it to our friends. In front of post office there is a letter box. The letter box is red in color.

Shehi

Dear Cousins,

Hi! Welcome to Delhi! There are many mon-

uments in Delhi. Their names are Qutub Minar, Lodhi Garden, Old Fort, Red Fort, Humayun's Tomb, India Gate and Lotus Temple. Please come and visit.

You can live in Hotels or Guesthouses or in our house.

Prachi

When we observed the interest of children and the amount of work they had produced within a short time we discussed with them to put up an exhibition on Delhi. All the children worked hard with enthusiasm and participated actively.



Creativity with Facts: Children put in a lot of hard work for their Project

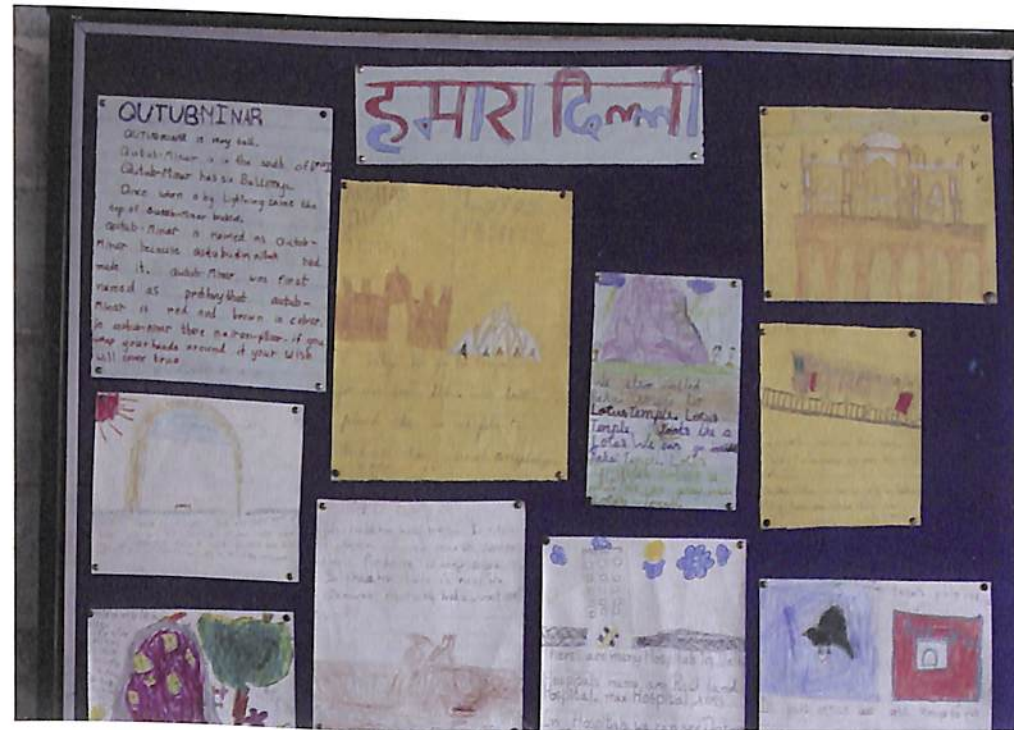
Yellow Group

For mama,

In Delhi there are India Gate and Qutub Minar and Red Fort and Yamuna river, and Lotus Temple and You will have fun in Delhi and in Delhi there are Lodhi Garden and our school Mirambika and Old Fort.

There is Rashtrapati Bhavan and if you will come to Delhi You will have so much fun. Delhi is very big.

Saumya



For Dadi and Dadu,

Hi! I am Tuk Tuk. If its cold in Delhi and you have only half sleeves, you can go to Sarojini Nagar, Lajpat Nagar, Dilli Haat to buy full sleeves clothes. If you want to go somewhere in Delhi, you can go to Qutub Minar, Humayun's tomb, India Gate, Lotus Temple.

If you want to go somewhere you can travel by bus, car, taxi, metro, van, auto.

Tuk-Tuk

(Top) Display made by the children after visiting the various places in Delhi.

They made their project very interesting by researching the topic with their parents and diya

(Right) The Lotus temple by Srishti



My Notes

Orange Group, Age: 8+ Years

Objectives

Physical Development

To develop eye hand co-ordination

Learn to make labyrinth with stones, grass, paint, chalk etc and be able to use the equipments properly

Vital Development

To develop aesthetic sense

Working individually as well as with groups in harmony

Mental Development

To develop mental faculties like imagination, working on expressing their creativity and concentration

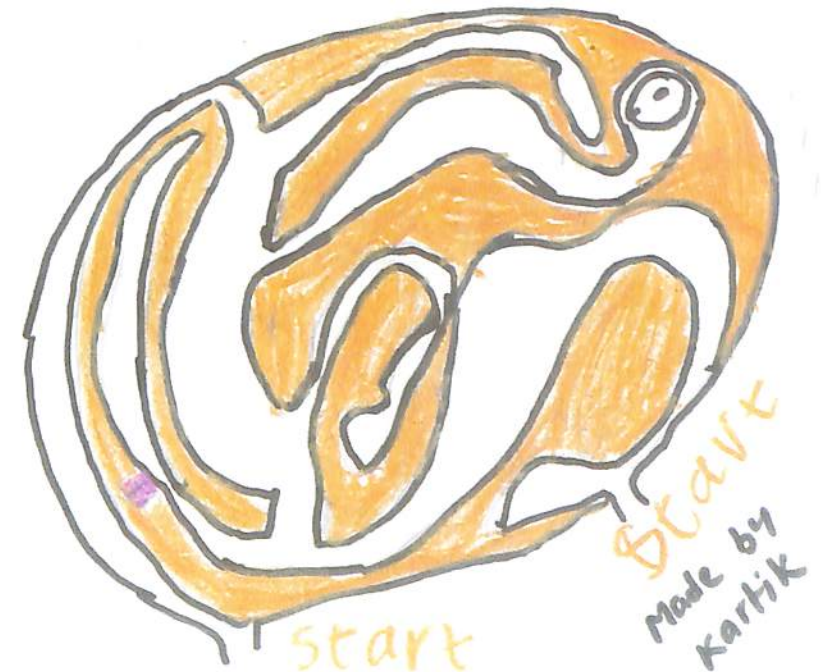
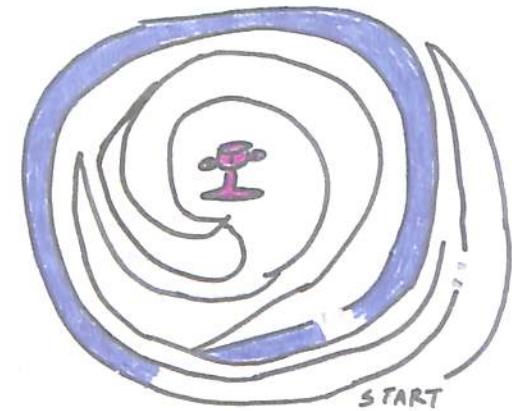
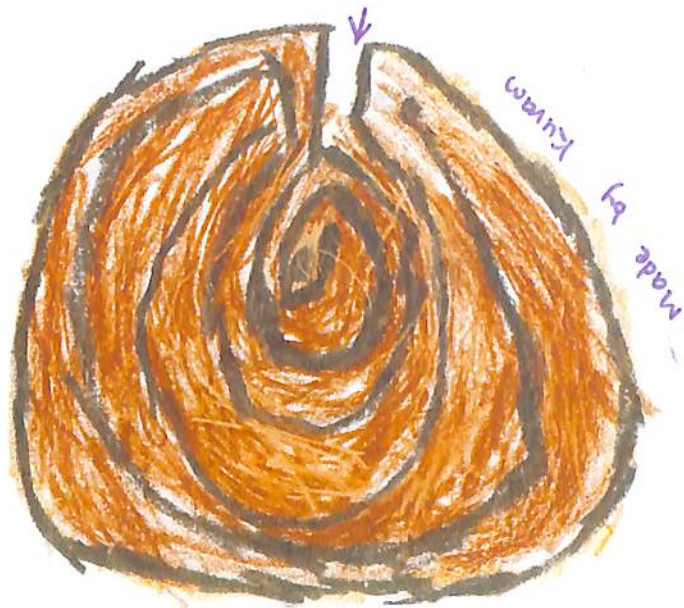
Language development-Expressing their thoughts in the form of poems, stories and riddles through writing

In the new session the Orange group children were very keen to explore new things. As we asked the children what topics they would like to do, they came up with many ideas. One of the ideas was to explore with designs and patterns and learn to make them. So we decided to take Design and Patterns as a project where children would be able to explore their own creativity through making different sorts of designs. Our focus was on labyrinth and maze which was a new concept for the children and it was able to hold their curiosity.

Aim

How are the labyrinth and maze different from each other?

How both are used in design, puzzle and meditation. Learning the history of it and different types of it and its uses



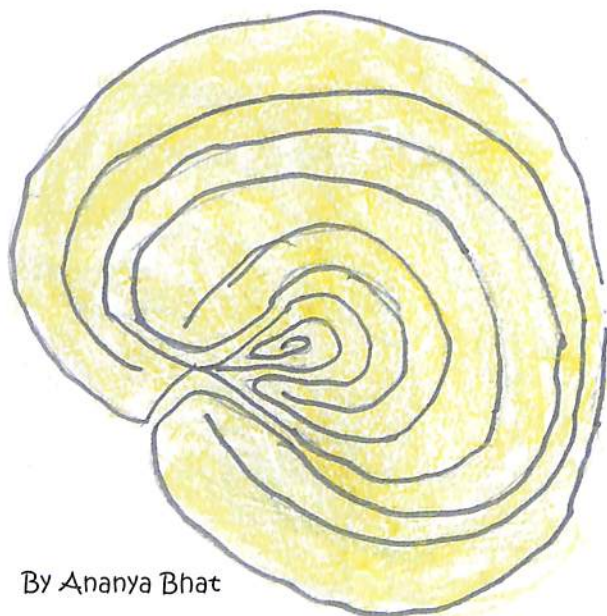
Orange Group

भूल भुलैया

बच्चे सब खेलते हैं भूल भुलैया में
और वो छुपन छुपाई खेलते हैं

खूब मजे करते हैं
और खूब खेलते हैं

भूलभुलैया के अंदर जाकर देखो तो
बहुत सारे रास्ते होते हैं
बाहर आकर खूब मजे करते हैं
अनन्या सोम



By Ananya Bhat

Activities

1. Discussion

We started discussing with the children on this project. They gave their own ideas on the activities they wanted to do. Some of their ideas were as follows-

"I would like to learn and make different types of mazes and labyrinths with stones, sticks, leaves, flowers and human beings."

"I want to make various types of patterns using shapes."

"I would like to make designs on clothes."

2. Playing with mazes

Children played with different types of labyrinth and mazes thoroughly which was followed by discussion and it was based on-

Have they ever played in a maze or a labyrinth?

Did they find any difference between a labyrinth and a maze?

In school, where and with what can they make labyrinths and mazes?

Have they ever seen a garden of labyrinth or mazes?

Children were fully involved in the dis-

cussion and shared their experience about this and we found that

Children were eager to make their own labyrinth. To differentiate between a maze and a labyrinth some samples of mazes and labyrinths were shown to them.

3. History

Many interesting facts related to labyrinth and mazes were introduced to the children. Like-

(i) Labyrinth was first discovered 4,000 years ago.

(ii) Chakravyuh made by Drona for Abhimanyu (son of Arjuna) was a maze. Since he knew how to go in and not to come out he was killed.

(iii) Labyrinths are also used for meditation, in churches and in design making.

(iv) Labyrinth is not a maze.

4. Drawing and painting

Now it was time for them to make their own imaginary labyrinth and mazes. They were exploring their own creativity and imagination.

First, of all they started, they made it on the paper with Crayons and pencils then the next step was to make on the different parts of the mirambika with

the help of the chalk.

Children have showed great interest in drawing different types of maze in the science lab, sun lit path and the Junior Park. They were more inspired after looking at the book on garden and stone maze. During the project time the group remained focused. Whenever they got time children drew maze on their drawing sheet, paper and black board. Each child had drawn different types of maze Creatively.

5. Making poems and stories

Some of the children came with the idea that they can make poem and stories about it and then all other also join with them in this process. They were trying to put there thoughts in a beautiful form.

6. Making maze in front of science lab

All of the children participated for making a big labyrinth in front of the science lab. They were able to draw the maze. While painting it with the oil paint they needed very little help. This labyrinth continues to be of great interest all year.

7. Doing exhibition

Along with the help of the children we had put an exhibition on this topic. This included drawings, stories and poems related to the mazes and labyrinths. It was a very fun activity for them.

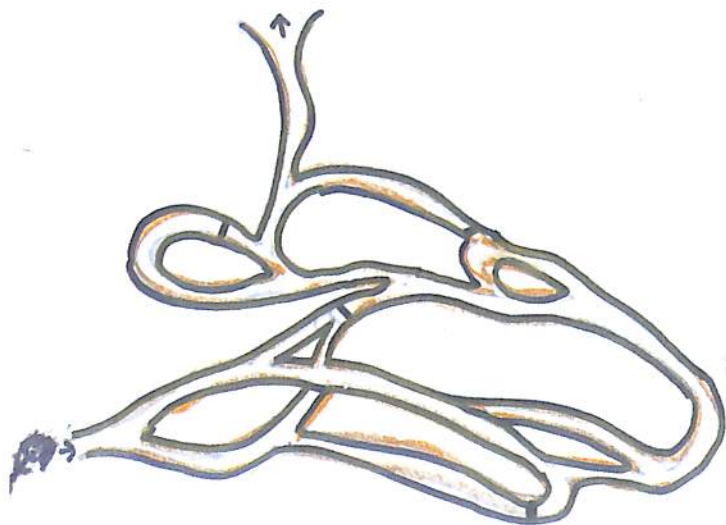
Labyrinth and Mazes

It was nice to do project on
labyrinth and maze.
Labyrinths are easy
And mazes are difficult.
We did mazes and labyrinth.
Mazes are big and labyrinths are small
But some times mazes are small and labyrinths are big.

But some times mazes and
labyrinths are small
And sometimes
labyrinths and mazes are big.
That's why mazes are so difficult,
Because if all the mazes were same
then it would be so easy

And that's what I think about
Mazes and labyrinths.

Kartik



Maze

We play in the maze. We hide in the maze.
We seek in the maze. We find our way.
We go in the wrong way. We play the whole day.
We play in the maze and we get stuck in the maze.

It is very colorful,
We can make different types of Maze.
We can get scared in the maze.

We can ask the way from our friends,
We go again and again,
We play in the maze.

It is very colorful, It is very beautiful,
And it is very scary!
I have a lot of fun It is great fun,
We play in the maze
We go again and again
Prashasya

भूल भुलैया

भूलभुलैया में हम ढूँढना सीखें
लैबरिन्थ में घूम जाना

भूलभुलैया में लाइनें खीचें
लैबरिन्थ से चक्कर खाना

और इन दोनों से हम सीखें
अच्छी अच्छी कवितायें बनाना

सम्भव

Orange Group

Maze Maze Maze

I like mazes
I like labyrinths
There are many types of mazes
Some are difficult to do
And some are very easy
Big or small
It does not matter
I like both of them
Some times we are lost in it
And then we get out suddenly
In labyrinth there is only one way to go in and go out
That is why it is much easier.

I like mazes
I like labyrinths.

Arya



By Kuvam

Orange Group



By Aashti

Maze

Where to go? How to go?
The mazes are so confusing.
But also it is quite interesting.

Oh what bright colors it has,
But has so many cuts.
I think this maze will make me fright,
In the dark night.
Yes I am going right.

The maze is so long but I will not go wrong.
Because I am so strong.
There are such interesting things that I feel I have wings.
And there are some rings also.
Come and join me in this maze and you will say with this maze
That it is the best.

Ananya Bhat

Once I was reading a story book, which was about Mazes. And the story was long time ago in Egypt's, desert's there were lots of Maze sand they had names also. Their names were Amaranth, Silver temple, Juliya Singh, Juliya God, Golden Egypt and History of colour ful Egypt. These Mazes were very big. In these Mazes a house could also fit in! So just imagine how big it would have been. So in the maze Juliya sing, there lived a boy. He was very poor .He was 8 or 9 years old. His father and mother had died .He didn't have brother or sister to play and talk with her. One day he could not get out of his Maze .So a rich man saw a boy couldn't get out of his maze. So the rich man went to the boy and asked," Should I help you in getting out of this maze? Yes! Sure". Then the rich men helped the boy to get out of the maze. Then the boy thanked the rich man. The boy muttered to himself." How kind this man was" that is why the boy

Getting lost in the maze

There are many types of mazes. Some are very difficult and some are Very easy. Once I got lost in a maze that time I was 4 years old. I tried and tried and at last got out of the maze, and then we played a

asked the rich man" Do you want to be my friend? Then the rich man replied "Yes", then the boy said to the rich man" Friend, one day I will also help you." After a few days the rich man invited the boy to a volcano. But the rich man didn't know it was a volcano. When the boy arrived, the rich man asked him to climb the volcano. The boy got scared and said "No" Then the rich man climbed slowly and suddenly the volcano erupted. The rich man was going to experience a great fall but the boy caught the rich man and ran away. He ran towards the mountain of sanjeevani booti which was in the maze. Then the boy took out some sanjeevani booti-mountain plant and placed them under the rich man where he had got hurt. When the rich man recovered the boy told the rich man" I had told you that I will also help you one day". Then the rich man replied, yes and then the rich man also made the boy a rich boy.

Shreyas

lot more game. And from that time I loved to go in mazes. In the school maze I was not getting the way. I tried once more and got the way then I did it 10 times more. And now I am waiting for one more maze.

Kuvam

Labyrinth and Mazes

I like labyrinth and mazes
Because we can run and play in it.
And I love to make a big labyrinth
near by science lab.

I like to learn new things
about labyrinths and mazes.
I like to read books about it.

Once I got lost in the mazes.
It was great fun in the mazes.
While making my first labyrinth
I was confused.

I remember I saw a big maze
when I went to Shimla.

When I was 8 I went to
science museum maze and got
lost.

Aashti

Maze and labyrinth

Maze is beautiful
Children play around
With line and square
They round and round
I love my maze
It is on my ground

Only one way to enter in the
labyrinth
And one way to go out
What I am saying
Can you figure out?

Puruva

Maze maze maze,
The maze is so difficult and so con-
fusing.
The maze is so nice and the maze has
many ways!

Maze maze maze I like the maze
The maze has many cuts.
The maze is so colorful.

The maze has many shapes.
Did the boy find his way in maze again?

Srishti

Mazes are fun
Mazes are adventurous
Mazes are scary
Mazes are scary
Mazes are funny
Mazes are exiting
In mazes you can get lost

Aryaan

Maze Maze Maze

A boy went into the maze.
The boy got stuck in the maze and
found his way again.

The boy went into the maze again
and the boy got lost in the maze again.

भूल भुलैया

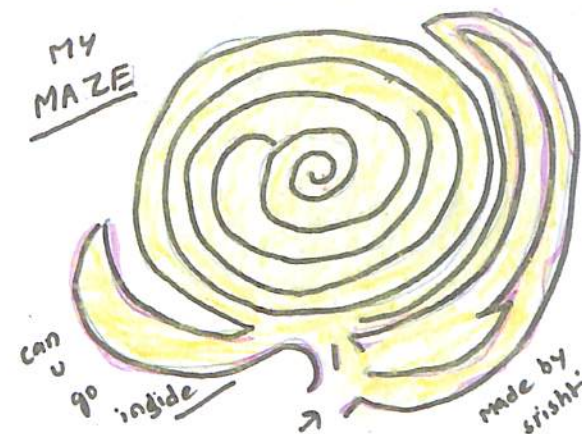
भूलभुलैया में मैं खो जाती हूँ
चली जाती हूँ इधर उधर

रास्ता नहीं पता चलता है
खो जाऊँ किधर किधर

अगर मैंने घर बनाया भूलभुलैया के
अन्दर
तो कभी नहीं पहुँच पाऊँगी अन्दर
अगर पहुँच गयी अन्दर तो बड़ा मजा
आयेगा।

मुस्कान

Orange Group



Through this, labyrinth and maze project children learnt to explore their imagination and creativity in different forms. Drawing and painting helped to work on the hand skill. We had emphasized on the neat and clean work and children were trying to do each of the work with the perfection. In many the activities there was a need for them to work as a group and at the last, they were trying to work harmoniously as much as possible.

Perfection Group, Age: 9+ Years

Newspaper

The topic newspaper is an important milestone in the group's learning process. The topic evolved from the children's interest in computer and the need for developing the Creative writing skill in them. There was a time when we found Creative writing, descriptive writing, and expression of thoughts in the children were not happening freely but they had a lot of enthusiasm to work on the computer.

Aim

To fulfil the interest and to develop the writing skill in the children

Objectives

- >> Develop thinking ability and imagination.
- >> Develop expression of thoughts in creative way.
- >> Develop writing speed.
- >> Develop the skill of interviewing different people.
- >> To learn some skills on computer like typing, editing, designing, formatting and printing.
- >> Develop the skills of reading newspaper
- >> Develop the ability of working together with harmony.



Perfection Group with Perfection Times

First of all we started the topic from near that is about themselves, their parents, their group then different places of Mirambika which they use everyday. Slowly the children began writing their own articles. In doing so, free flow of thoughts of every single child was encour-

aged so that they could develop their creative writing skills (driven by innocence and boundless imagination). Many stories, poems, jokes, book reviews, interviews with diyas and the people working in different departments in ashram had been covered by the young writers, poets and

interviewers.

Finally, in order to give our newspaper a firm and final shape, children's skills on computer like typing, editing, graphics, animations, etc were utilized. Overall, these activities have assisted in team building and mental cohesion

Perfection Group



My Kitten

Wonderful imagination in beautiful language; perfect combination.

My mother promised me that she would get me a cat,
And I have been thinking what I should name it,
My final decision is PURR,
Make it sleep in my lap,
Stroke its head,
And read a book called Kiki.

Looking in his jewel eyes
Hugging it and cleaning him up. My mother will give me a
cat, if her friend's cat gives birth.
I love Kittens because they are very cute.

I would love to do things like-
Feed the kitten with a baby's bottle,
Make it sleep in my lap,
Stroke its head,
And read a book called Kiki
Looking in his jewel eyes
Hugging it and cleaning him up.

Aditi

Library

*By Sarthak-
after doing this
topic he has
shown positive
interest in writing.*



Library is a place to read books. It is a comfortable place to sit and read. There are many books to read. We are not supposed to play and run in the library. There is a stage in the library. There are chairs and tables too. There is huge photo of Mother.

Sarthak

The beautiful unicorn

With this topic Niara elaborated her writing skill.

Once there were four girls named Kate, Mary, Emma and Ashley. They were best friends. One day they were walking and they saw a beautiful unicorn. It was pink and white. Kate said, "I am going to



take it home. I am so beautiful." Mary said, "You

Perfection Times

Kitty in the Jungle

Well imagined and expression of thought

*Down in the jungle away from the city,
There was a very frightened kitty,
That poor cat was lost over there,
Without her owner who didn't have any care,
But soon the cat had made many friends,
With monkeys with such long tails
you couldn't see their ends,
She had so much fun in the jungle than in the noisy city,
That was the story of the cute little kitty!!*

Amaaya



can't take this unicorn home Kate, because it is not yours." Kate said, "You are right Mary, it is not mine." Ashley wanted to go closer to the unicorn but she was a bit nervous. She asked her friends, "will you come with me to see the unicorn?" The three girls said "yes," but they were all very nervous. They went slowly towards the unicorn. The unicorn suddenly said, "Hi! I am Jerry." The four girls were shocked because the unicorn spoke." Emma exclaimed, "You can speak!" The unicorn said, "I have come from cloud kingdom and my name is Jessy. I am in big trouble. Will you help me?" Ashley said, "All four of us will help you." But what is the trouble. Jessy said, "In the cloud kingdom I was playing hide and

seek with my friends and I was the denner. While looking for my friends I fell down and the cloud moved apart. So I fell on the ground. And now I am lost. The girls said, "let's start thinking as to what we can do" Mary got an idea. She said, "Jessy try using your powers." Jessy said, "I have tried many times. I will try once more." When Jessy tried a message went to the queen of cloud kingdom that Jessy was in trouble. But Jessy did not realize that a message had already been sent to the queen. The queen sent a cloud so that Jessy could sit on it and come back to cloud kingdom. Jessy missed the 4 girls a lot and they missed Jessy too.

Niara



Rose

What do you suppose?
Is the colour of a rose?

What do you think?
Is it red, yellow, or pink?

A man smelled that rose
Oops, a thorn got stuck in his nose
The rose said, "I am sorry. Pardon me!"
The man looked up and said,
"Wow what a lovely rose."

Sanam

Junior park

By Siddharth -chanalized thought process can be seen in his writing after the completion of this topic.



The junior park was made before I was born. Red group children come to the park almost every day. The junior park has 2 balancing beams. The slide is very big. I love the merry go round and I go round and round on it. There are lots of trees, sandpit, swings, tree house, etc. I love the tree house. Our group used to put up stall on the tree house.

Siddharth

Perfection Group

Birthday

Through this topic Ramnik has started penning down his wise thoughts.



Birthday comes very fast
We celebrate it at last
Birthday means it is your day of birth
On birthdays we wear a new shirt

Birthday is a special day
My birthday is in the month of May

On birthdays you get presents
All family members should be present
On the night of your birthday
Everybody wishes you happy birthday.

Ramnik

The Painting Exhibition

By Vatan - command over language and organized work can be seen.

On 1st October I went to Shreyas's painting exhibition. There were so many painting and I found some cool paintings. I found it hard t believe that shreya had made them. The best



one was the one on bark, at least I like it the best. The exhibition took pace in AIFACS gallery. There was a lot of food. I helped Shreya light the candle and

I met Kiran Bedi a famous police office. I had a lot of fun with her too. At the gallery I met most of Sherya's family members, Aditi, her dada, and her mother. I learnt that if you concentrate on one thing you can do it. Well I will try to concentrate as well especially on my behaviour. The exhibition was tons of fun; I hope you enjoy it too.

Vatan



Painting

Sequential order could be seen in her writings

Since I was 5, I like to draw. I have been learning to paint for the past 2 years. My drawing has improved a lot. My teacher's name is Joyattam but I call him Joy bhaiya. Right now I am using the medium acrylic. I use acrylic on canvas. It is a water based medium. You can also use it on paper.

Shreya

Perfection Group

Navy Submarines

His in-depth knowledge on submarines is shown here.



Navy Submarines are silent killers. They are armed with torpedoes, radar guided missiles, bombs and heavy duty cannons. A submarine has a periscope to look over the surface of water. Land missiles can destroy anything above the surface of water. Submarines range from 30 to 700 meters. Submarines means under the blue. The first submarine was called turtle. It was not successful. The plan was that it would go under an enemy ship, make a hole and come back as it was too small to take the pressure and weight of the ship, so it sank. Submarine warfare is very slow. If you think a submarine can not catch fire you are wrong, I will tell you how a submarine catches fire. It is like a car catching fire. A submarine catches fire because it has huge amounts of gases

Kedar

Land

Through this topic Abner tried his best to express his thoughts, brushed up his spelling skill and improved his typing speed.



Once there was a farmer. He had many animals like cow, dogs, horses and goats. Cows would give him milk; horses would take him from one place to

another. But he did not want any goats or dogs. So he took the goats and the dogs to the market. On the way he met a man who had a hen. So the man asked the farmer, "Where are you taking these animals?" "To the market," said the farmer. Then the man said, "No need, give the goat to me and I will give you my hen." Immediately the farmer said, "OK," and he took the hen to the farm. After some years the farmer became really poor and so he sold his farm. For 2 or 3 years he lived happily with the money he got after selling his farm. Soon all the money was spent and he was poor again. He did not have his farm now. He felt very sad.

Moral- Never sells your land.

Abner

Interviews

Initially when they started working on this topic they were less motivated to do a good and thorough job, as weeks passed by their overall improvement with regard to writing started to show. These interviews with different people are the examples of their involvement in this project

Why Sports?

Conversation with
Baren Bhaiya
By Abner

Why do children have sports in school?

The children want to play so they have sports.

What is the contribution of sports in our growth?

It makes you fit and healthy.

Why every day sports are necessary in Mirambika?

If children don't play sports they will become lazy.

Are sports in Mirambika different than the other school's sports?

Sports are necessary in Mirambika but in other schools it's their wish.

Why do you like sports?

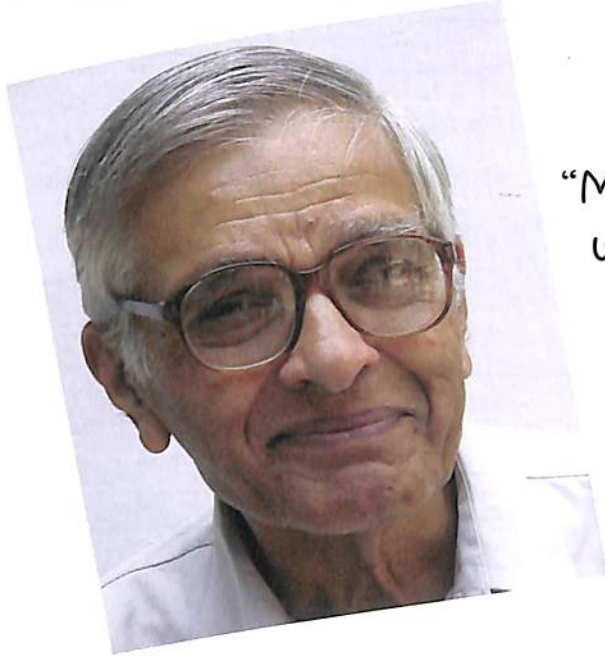
It helps me to remain active the

whole day.

What sports do you like the best?
I like football and basketball as it needs a lot of running.

What is your planning for the coming sports day of Mirambika?

In this year's sports day my aim is that our children should have lots of fun with hard work and whatever they are performing like cycling, trampoline and gymnastics should be done with complete perfection.



By Shreya, Vatan & Siddarth

"My happiest moment in Mirambika was when I went down the slide"

When did you join Mirambika?
I joined Mirambika in 1989.

What did you think of Mirambika when you first saw it?
I was little scared. The school was under construction. I thought when it would be complete, I would love it.

What do you think of it now?
I feel the same.

What do you think about Mirambika children?
I think they are spoilt, but they make up for it.

What was your happiest moment in Mirambika?
My happiest moment in Mirambika was when I went down the slide.

What did you do before you came to Mirambika?
I used to work for a company.

Do you like Mirambika and why?
Yes, because I find it peaceful.

What do you think about MBK's future?
It will continue to produce good people.

Did you enjoy the interview?
I loved it because it was long.

What is your full name?
My full name is Jasbir Singh Malik.

What is your date of birth?
My date of birth is 5th of June 1932.

For how long have you been working in Mirambika?
I have been working in Mirambika for 18 and half years.

What is your job in Mirambika?
I am a Mathematics teacher. Actually a teacher or any old Diya.

If you did not work in a school what will be your job?
I really don't know.

Do you enjoy your work?
Yes, I thoroughly enjoy my work because I like being with kids.

Perfection Group

"I wish every school is like Mirambika"



Interview with Kamala Didi
By Saham and Ramnik

What is your date of birth and place of birth?
I was born in a town called Eranakulam.

For how many years have you been working in Mirambika?
I have been working for seven years.

What is your reason to work in Mirambika?
I like to teach in a school where there are more chances to work with children, practice integral education and here we have no tests or exams.

What were you doing before you came to Mirambika?
Before coming to Mirambika I was teaching geography in MIS school, which I am still doing.

What are your duties as a principal?
My duty as a principal is to plan with all the diya and volunteers to

make it a good learning place for children. I have to look after the building, make sure the fees are paid etc.

Are you enjoying your work in Mirambika?
Yes, I am enjoying my job and the best part is I get to work with children.

Did you always want to be a principal?
No, I never wanted to be a principal; I want to be a diya.

What do you like about Mirambika?
I like the children, the building, the people working here and the plants.

What changes do you want to make in Mirambika?
Whatever change the children see important to grow as good human being.

How do you think Mirambika should be in the future?
I wish every school is like Mirambika.

My Notes

How did we decide on the project "Events that changed the World — 1939-45"?

Introduction: The world around and events of interest to children is another source for identifying projects. These projects on the World War II and Egypt are examples of such source for the choice of a project.

There was a lot of discussion about civil wars in various parts of the countries and children were keen on taking something which influenced the entire nation. So we concluded on doing "the events that changed the world from 1939-1945".

It was a long reading process and tremendous understanding for all of us to get started with the project. As it's important to be clear in your head to what you are going to give your children, we went through a complete process of knowing the history again. It was such a nice way to create the same world around us. A lot of planning was done for each hour. There were times when it didn't go according to what we had thought of but the aim remained same to get them involved in the world history.

The aim of this project was the constant understanding of the world history, working on the comprehensive skills, work on the mapping skills i.e. finding the place in the map and to which country lies what; to

work on how to take notes and write it into a paragraph; to reflect on their behaviour relating to the different situations in WW II, to develop in them the skill to ask why, how, when, where?

Resources used were mainly books from our library like modern world history, the new book of knowledge, the twentieth century world and inputs were given in the form of stories, written paragraphs. After watching the movie "battle of Britain" it was such an impact that we next saw them amazingly engrossed in the work. They used to get more and more information from their parents, internet and other books. During this time, there was a trade fair going on in Delhi. Venkat went there to

look around and bought 2 books on the machines and equipments used at that time. He provided us with the much needed information that we were struggling to find for them. Involvement of India in this war which he had told us long ago, we could relate with it in this project.

With this project, it was quietly observed the different levels of understanding in children. Some could read difficult text, some could read and then with a little more explanation could conclude it, some were reading relatively simpler texts and so on. This helped us to plan for the next project according to the levels and providing them sufficient materials to their understandings.

The areas covered:

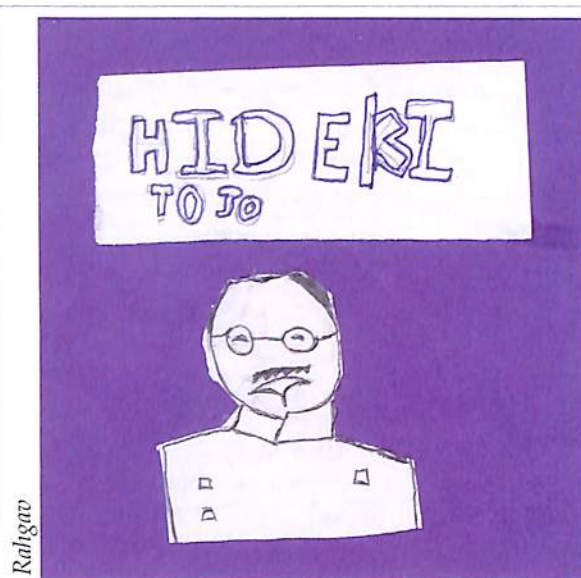
Involvement of India in WW II (British Indian Army, Indian National Army); leaders of the Axis and Allied countries and their contribution at that time; battle of Britain, battle of red army, pacific battle etc; technology developed in terms of medicines, atom bombs, tanks, other equipments.

At the end of it, we analysed that they created their own files with their understandings and drawings. They expressed their dislikes and likes in the whole project and what could have been avoided in the war. They learned new terms like Axis and Allied countries, putting those 6yrs in chronological manner. They started understanding the need to know history and how events were established and the relation between a dictator or the main person and his people.

Group Diyas



Perseverance Group



Ralgav

Japan's president in World War II

World War II was good in some ways and bad in many

When World War II was going on then many new technologies were developed. But many people were killed. Especially, Jews. And I am very happy with the Britain, saved us from the Japanese. If it was not the World War II, the world would not have so many new technologies.

There were many new vehicles and new guns and new communication ways.

WW project has helped me in learning history. It has improved my writing skills."

Ankit

medicines and inventions which were discovered at that time and would never have been there if the World War II hadn't happened.

What I learned- apart from about the war one thing I learned from it was that every situation has a good side and a bad side. It all depends on how you look at it.

What I learned from doing the project on World War II- doing the

project I learned how to plan my work better. I also learned to read and understand the informational books."

Avni

My thoughts about the project "World War II"

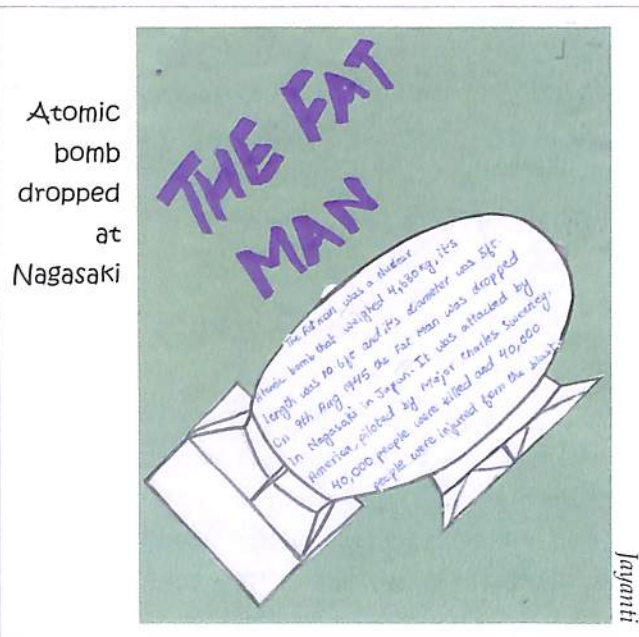
I know that World War II is a good project, but I think that it shouldn't have happened. So much pollution, fighting and killing was done. Millions and trillions and yet zillions of people died. But if you look at the bright side, then a lot of medicines were developed. Instead of fighting, they could have just done some kind of agreement or a trade.

Even then, I learned a lot.

P.S. I'm sure you got a little confused, so let me explain-I don't mean to say that I didn't like this project. I just meant that if the WW II hadn't happened, then a lot of things would have been different.

I think that this project went well. But now the big 'but' comes in the way. The project did go well but I didn't do it very well. I wasn't paying full concentration, I took a lot of time to settle down, I talked a lot and I could have done better."

Jayu



Jayanti

Atomic bomb dropped at Nagasaki

What I feel about the second World War?

The bad things- I feel that the World War II was not nice because many people died and loads of people had lot of trouble living. People died of hunger, from bombs and I think it was very sad and it should not have happened.

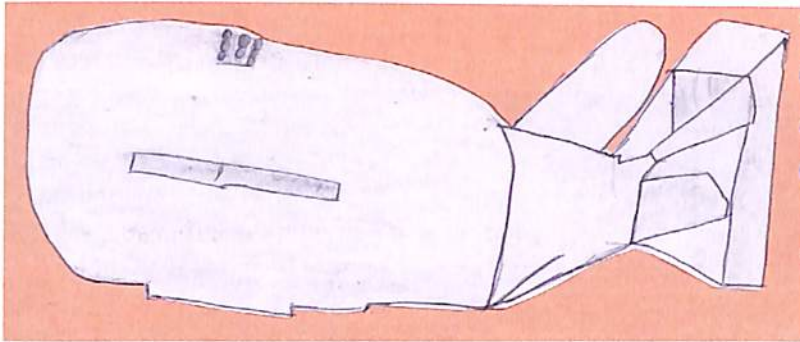
The good things- the World War II was very sad but it also helped us in many ways. There are many weapons,



Kabeer

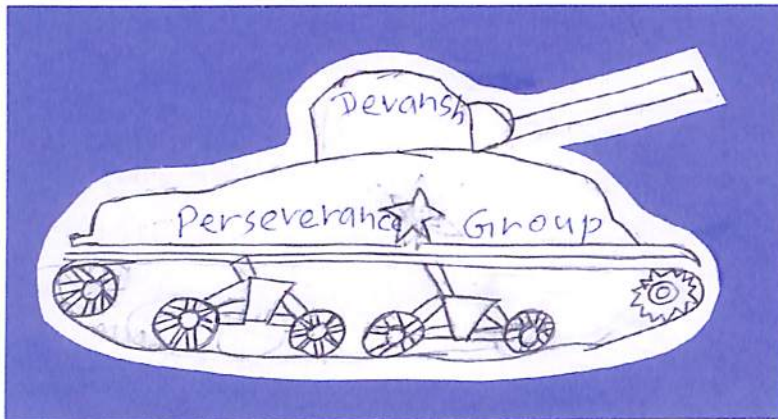
Adolf Hitler

Anubhav



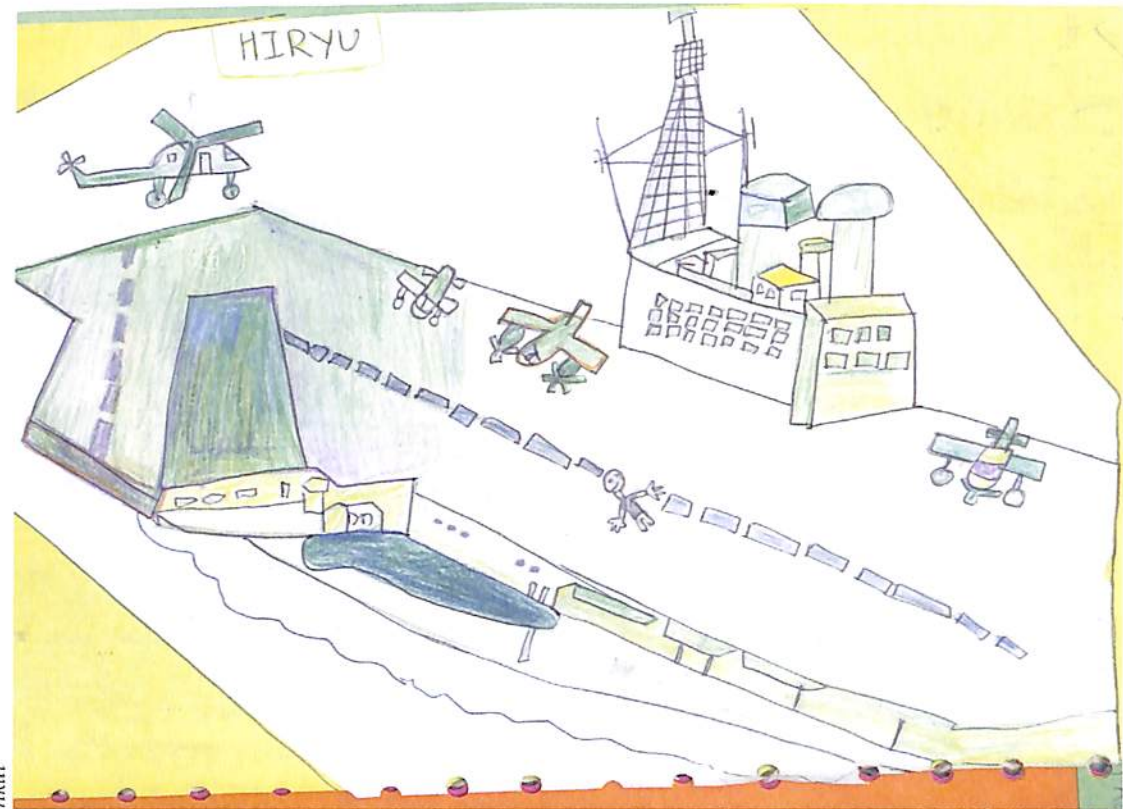
The Little Boy: Atomic bomb dropped at Hiroshima

Devansh



One of the military tanks made by the Germans

Venkat



Battle ship by Japan

Thoughts on World War II

I had always thought that Hitler was a bossy person
and didn't do such bad things.
But it turned out that he was much worse than I had
thought.

I never even knew that Hitler was in the world war two,
the way he broke the treaty of Versailles,
tortured the Jews and so on.
I really felt sorry for the Jews.

I was very surprised to know that in the world,
there are so many weapons, ships that carry 80 planes.
That people could do this,
and that there are so many countries.

So many leaders at the time of war captured Burma and
Singapore. But oh no, that is not all.
They could break the toughest wall.
Like Hedeki Tojo, Joseph Stalin,
everyday they drink a gallon.

Winston Churchill, Franklin Roosevelt, these courageous
flames were enough to melt;
A very strong tank or even an entire bank!
But these people have led the war, their brain works
more and more!

I'm not happy we were ruled,

I'm not happy we were fooled
But the British saved us (not all),
from Japanese both short and tall
They did trouble us

At last Hitler surrendered/gave up,
sipping tea from his cup
Britain threatened to take him in a cage and go around
But he took a pill and bullet and fell to the ground
I am happy that he died,
took his mom's photo and cried
At last the story takes a bend;
at last the war has to come to an end."

Meera

Perseverance Group

How did we begin thinking of the group project on "Egypt"?

After the completion of the project on WW II and visiting the "Mexican Culture" exhibition at National Museum, Jan path in the month of October everyone was eager to start with a project on an ancient civilization and after discussion we ended up choosing "Egypt".

The whole process of this project was quite interesting, mind-wrecking and wonderfully participated by everyone.

Making/building of the Pyramid



The first and foremost activity we started in developing the project was with the idea to conceive a way to make a pyramid in real. In maths we were already doing geometry and were proceeding to 3D calculations, so henceforth we started thinking to combine mathematics with the "making of pyramid".

How tall should our pyramid be? Should it be 10ft or should we make it shorter?

After deciding the height to be 5ft, we need to calculate the number of bricks required. We assume the pyramid to be of a rectangle, of length x cm and breadth y cm, then we cal-

culated how many bricks we require to make it. Then imagining the pyramid to be a cuboid and the height involved, we found the total number of bricks.

Next was to make the bricks. We did that with sand, clay and water near "neem grove". The process started with first mixing everything together, then putting them in the frame box which used to make 25 bricks at a time. It used to take us almost the entire afternoon. We made almost 600 bricks. Put them to dry. The bricks used to dry by evening. It also required re-cutting with a spade or a metallic scale.

We moved the bricks to Ram Ram

bhaiya's house, so that all of them would be together and in a safer place. We used the wooden slabs to transport our bricks.

Next step was to rub each brick with a stone or a sand paper to make the sides even. Then we put them to bake. To make the oven we used cow dung; wood; kerosene and fire and of course all the bricks nicely topped up. The bricks were inside this oven for almost 2 days.

Then we took the bricks near the rabbit's house in a rickshaw.

Floor map of Ancient Egypt



The idea to build it in a place came after working so hard and what if the pyramid will be of no use so instead we thought why not make it a rabbit house after some time.

When the very idea of constructing the pyramid came, all the kids were enthusiastic about it. They worked hard and a lot of concentration was developed in doing this construction work. While thinking about the number of bricks required; they started understanding area, calculating mentally; few found it hard to work under the sun but enhanced the team spirit, and forgetting about girl and boy discrimination. They helped each other whether it was pulling of the rickshaw, rubbing bricks, making frames. It helped a lot to develop in them the team spirit and idea of togetherness.

Pyramid is supposed to be slanting at an angle of 60 degree (approx.). To make it like that was a lot of struggle as to how to get it to an angle without filling it with the bricks. (Which would require us to make more of them). So with the help of a 'mistry', one fine Sunday the foundation was laid. It required it's filling with lot of sand. With everyone together, the pyramid was standing within those 2 days.

Floor map of Ancient Egypt



The final touch:

Paint: With the usage of chuna and paint brush the entire pyramid was given a white and layered colouring and to paint it brick red/dusty red, geru was used mixed with water.

Hence, pyramid was completed.

Next activity was decorating and putting up an exhibition at the foyer. This made us learn to be a little more systematic in the work. Important part was to depict our learning in a presentable way and it was improved. While doing all this, it gave us a sense of responsibility to know more about what and why we are doing it and also a sense of belonging for the pyramid, map and the posters.

Making of the map: We joined two tables and spread on it a lot of sand as Egypt is a desert place. Then we showed river Nile, its origin from white and Blue Nile. We made beautiful models of Gods, pyramids, utensils. Then flagged all the main cities - Thebes, Cairo, Memphis, Giza. The map showed the Ethiopian high lands and Lake Malawi, Mediterranean Sea where River Nile ultimately forms a delta and flows in the sea; Red sea, along with which there is a beach.

To wind up the project we discussed our opinion and each area together.

Perseverance Group

The process of explaining "what is this?" to the little kids when they ask the older ones and protecting their pyramid as Mirambika's heritage is to be seen

The areas covered:

- >> Getting to know a culturally rich and an ancient country.
- >> Along with History (reading, understanding; writing as and how one's understood)
- >> Collection of information on: Pyramids, pharaohs, status symbols, gods and goddess, daily life, believe in life after death, Calendar, Climate, Cleopatra,
- >> How important the rivers are for the development of cities.
- >> Knowing about the location of Egypt and how important the different cities are?
- >> Understanding of A.D. (anno domini) and B.C. (before Christ)
- >> Comparing our culture and theirs in form of religion and civilization

The idea of taking up 'Making a French Calendar' came to the diya's (teachers) mind while planning for French and how to make the children remember the days and months. Also give the children an opportunity to use the words in writing which they have learnt so far in French.

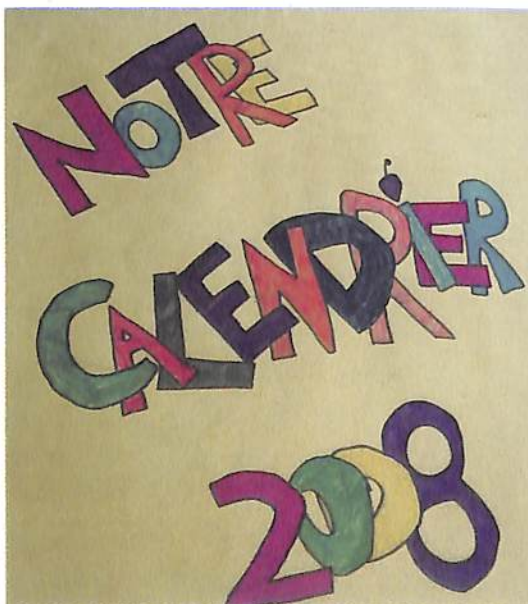
We decided to have a painting, a poem and the days and dates in a calendar. It was also planned that each child will make his/or her own calendar in a big size (half of a chart paper). The process began with painting. Initially there was a lot of resistance to paint. The spontaneous reaction was 'we have never paint, it does not come out well, and we do not know how to paint'

etc. Once they stated, they started enjoying. The painting activity was so relaxing and peaceful that children kept painting almost for two months.

The next activity was writing poems. Again there was initial reluctance to write. But later everyone got involved into it. We did not know there were great imaginative and creative children in this group.

In the process of making the days and dates the children remember the French numbers and months well.

Here are some samples of the work done by the children.



Winter

Winter is really cold,
You got to face it and be bold.

You have to wear lot's of clothes,
Animals are in hibernation, even toads
We wear socks, caps, jackets 'n' mitten,
It's good, we won't get bitten.

It is great to drink hot milk with coco
Santa comes and says, 'Ho, ho!'
Christmas, New Year, and Republic Day,
They come too,
Making everyone happy and gay.

You can play in the snow,
And of course you can go,
Ice-skating and skiing,
Or sit in the sun,
And have yourself toasting.

Now you know winter is fun,
Now go warm yourself, go
Go for a run.

By Nihaalini



Scarlet minivet

I am a scarlet minivet
I really shine and I'm really fine
I'm really shy but I love to fly,
I eat bugs,
And trouble pugs,
I am a little bird,
But really smart,
And the best of all, Of course
My poetry.

By Kabeer

Dog

My dog is like a queen
She stands majestically to be seen,
At my dog everyone stands and looks
Dropping their pencils and their books.
Just to get a look at my dog
Even through the misty fog.
That's why I've named her princess
That I'm sure you can guess.

By Meera



Alone

I ... stand here alone
With dark hearted hills
Looming over me
While I stand here
On this black rock
All alone....

By Sagar

Drawing by Kabeer



Our School

I was walking through the fields in my
school,
Thinking the day was quite cool,
Our school is very very green
But not very often is our school seen,
Sometimes you see a chipmunk or a rat,
Sometimes you see an eagle and a cat.

Chorus: Why, why I wonder why
Our school time can so quickly fly?

In our school we've got geese,
We've got rabbits and tall trees,
Flowers in our school are neat,
They are beautiful and smell sweet.
The sun shining so very bright,
Giving us heat and lots of light.

The birds flying very high
Soaring up in the sky
The leaves hanging from above,
That is something that we love,
Creepy crawlies here and there,
Bee's flying in the air.

By Collective effort



One on One

I had dribbled past the last defender
I was one on one
Which way should I go?
Left, right or front
I had a shot to the top corner
The keeper tried to save
I thought I would miss
But oh what a shot.

By Ankit





Cheetah
 Cheetah is the worlds fastest animal,
 His colour is yellow and has black spots.
 It's from the cat family,
 And it lives in Africa,
 And also it's a carnivore.

By Devansh
 Drawing by Anubhav

A reflective questionnaire was given to the children after they finished the project. Here are some examples -

Neelambari

What did you enjoyed the most?

"Painting has helped me clam down a bit."

Didi you put your best effort into it?

"Yes, I did best of it."

Was the time enough that you took to finish the calendar or you could have done in less time?

"I could have done it in less time if we had more time in a day."

Jayanti

What did you enjoyed the most?

"I enjoyed poem making the most."

Didi you put your best effort into it?

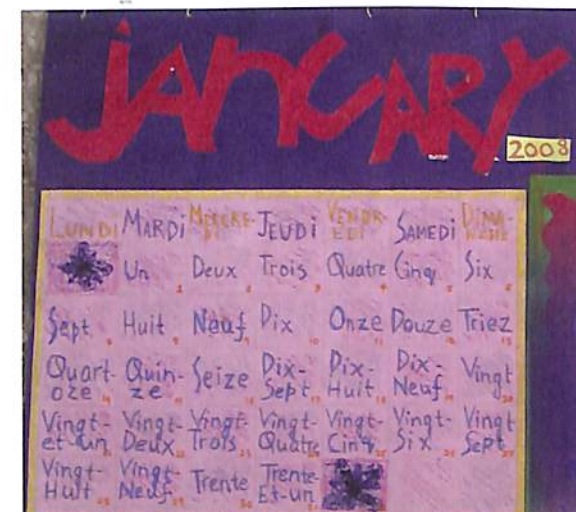
"Yes, I did the best I could."

Was the time enough that you took to finish the calendar or you could have done in less time?

"I could have finished in less time."

What did you learn in the whole process?

"I learnt that there are many things I can do which I believed I can't. For example, PAINTING, WRITING POEMS, AND MANY MORE THINGS."



Veracity Group, Age: 12+ Years

The aim of integral education is to consult the learner is evident when we decided to have a project on freedom decided by children and diyas. We were discussing about words like India's freedom struggle, leaders, father of the nation, national flag, national anthem, national song and free India have come up. Then we finally came to the word symbols. We took symbols as a project - because it was both an idea and picture. This was a challenge. . That is how this project has taken shape. We kept

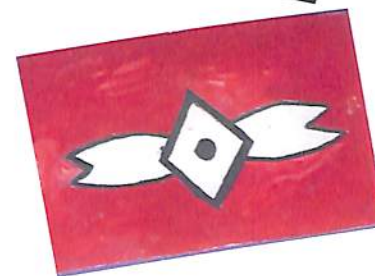
some aims and objectives of our project symbol.

Aims

1. Children will get to know the deeper idea about different kinds of symbols.
2. How symbols represent the whole idea of something by means of picture and sound.
3. To bring Creativity among children for different kinds of symbols and add meaning to it.

Objectives

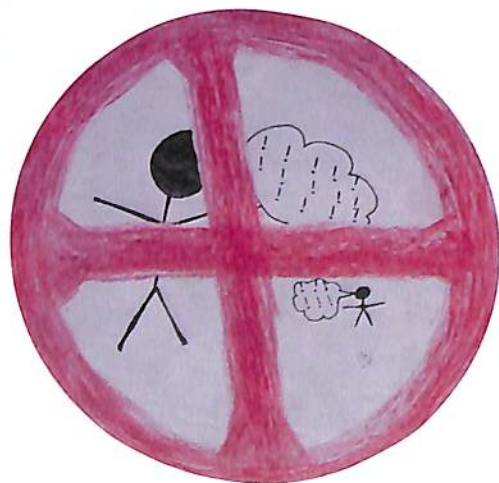
1. To give a brief idea of different kinds of symbols flowers,birds,flags,traffic, computer,mathematical, scientific, astronomical, scripts, currencies, trade-marks, etc.
2. To correlate the symbol and the deeper meaning of that symbol.
3. Children can make the symbols of different groups of mirambika which express the idea behind it.



VeraCity Group

Symbol of library by Raghav

Raghav showed his Creativity by making the symbol of library. During discussion Raghav selected library to make a symbol about. He went to the library and interviewed Lalat bhaiya and relating to that he made a symbol of library by organizing his own mind.



Meaning of the symbol

According to Raghav this symbol means "Please keep quiet" The library is here so people can read quietly. The cross sign is there for "no" and the man who has got the speech bubble on the top is for talking.

Evaluation

He expressed his thoughts through the process of symbol. As a responsible child he completed his own work within time and submitted to the diya. His presentation was unique in nature in the sense of his creativity.

Symbol of Gratitude group by Narayana

Gratitude is a power. It is the symbol of true action offered to the divine. It is the true opening prayer of the bhakti which stems from a constant vyakulata that quality of eagerness and yearning which grows with perseverance into that other necessary quality of the vital will-utsaha, the will to find union with the God at all cost.

Gratitude is a state of consciousness wherein one is aware of one's relationship with the God or the divine presence. One's significance bows down in worship to that which makes all possible to that which was and is and ever will be. In gratitude we remember divine, So our work and our actions are offerings; a giving of ourselves to the best of our ability. So all our actions are positive towards good and do we succeed and continue in a state of grace.



Meaning of the Symbol

The center part represents the supreme, the source of light, power and love. The light power and love manifest themselves on earth through various rays. In the process of the evolution the earth is blossoming with the power, light and love of the supreme. The two figures of the two human human beings are showing their gratitude to the supreme by offering and giving themselves to the best of their ability.

National Flag by Raghav

In the group project symbol flags are taken as the symbols to find out the deeper meaning of them. Raghav selected the national flag of India.

Aim

- 1) To have the idea of the meaning of our national flag.
- 2) What does it represent ?



Activities

- 1) Make a national flag.
- 2) Drawing the national flag
- 3) Explaining the meaning of the flag
- 4) Putting the information on chart paper

According to Raghav symbol means a letter, mark or character used as a representation of something. Raghav collected informations on the meaning of the national flag, the time of its adaptation, rules of the flag, the difference between the Indian and Brazilian flag. He drew a picture of the national flag of India in the ratio of 2:1.

What the flag means to me

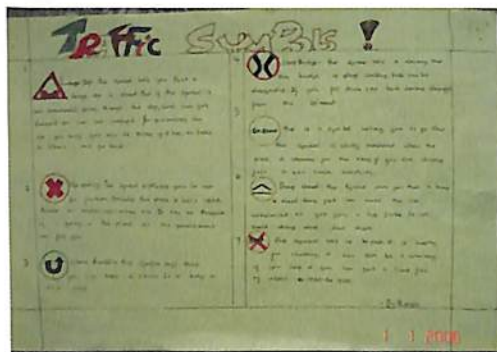
Raghav says "When I see the flag I remember the Indian struggle against the Britishers."

Evaluation-by the teacher

His written and oral presentation are unique in nature. Raghav took a lot of time to complete this responsibility. He even hesitated to go forward to look for the evolutions of the Indian flags. Through this project Raghav understood how to take measurement in terms of ratio. Upto some extent a love for his country has been roused in him.

Traffic symbols by Karan

In our group project symbol when children were asked to choose specific kinds of symbols, Karan selected traffic symbol.

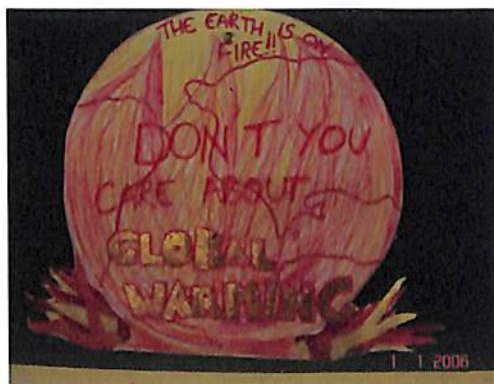


Global warming by Aarohi Agarwal

As a part of the project of energy Aarohi Agarwal selected Global warming as her individual responsibility. Aarohi was curious to know about what is global warming the cause, effect and what is our responsibility to control it. she discussed with Jayanthi didi and watched a CD on global warming. She proceeded after that.

Aim

- 1) To have a vast idea on global warming



and to bring an awareness to control it.

Activities

- 2) Collection of information from books, CD.
- 2) Presentation on a Chart paper with a lot of Creativity.
- 3) Oral presentation to the whole group.

Evaluation

Aarohi Agarwal collected informations within 15 days represented all on two chart

papers in a nice and creative way. Her title global warming represented by a beautiful picture wherein the earth is heated by a candle which brings the total idea of global warming that the earth is becoming warmer by modern technology. what a beautiful presentation it is! Aarohi collected information on what is global warming, carbon Credits, 5 causes of global warming, kyoto protocol, nine ways to cool the planet and reflective balloons. In brief Aarohi gave us the whole idea of global warming causes, effects and preventions. Through this project she showed her independency in learning. In case of oral presentation Aarohi says no.

Light by Ekansh

Children have selected different topics related to energy as a part of their own responsibility even if regular classes were going on. Ekansh selected light as he was curious to know and he had previous knowledge about light.



Aim

- 1) To understand how light energy works
- 2) How light is related with colour.
- 3) How images are formed on mirrors.

Objectives

- 1) To make a model of pinhole camera.
- 2) To know the various scientific terms related with light.

Light is one part of our group project Energy. Ekansh selected this topic as he wanted to know more about this topic. Ekansh likes doing things, making models.

Ekansh collected information on

- 1) what is light?
- 2) What are luminous and non luminous objects?
- 3) Linear propagation of light
- 4) Solar eclipse and lunar eclipse.
- 5) Speed of the light.
- 6) Laws of reflection.
- 7) What are opaque, transparent and translucent objects ?
- 8) What is umbra ? What is penumbra ?

Activities

- 1) Making a model of a colour wheel.
- 2) Making a pinhole camera
- 3) The experiment of linear propagation of light.
- 4) Making a periscope.

Evaluation by the teacher

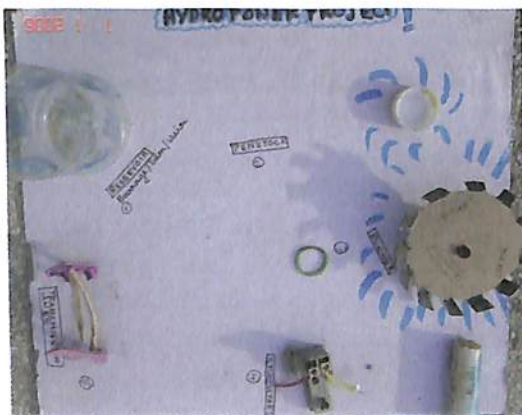
Ekansh collected information within a given period of time .His collection of

VeraCity Group

information was brief but exact to the point. The uniqueness of his presentation is that at the top corner of the left side he drew a picture of the sun which indicates the idea of light. He put the information on a chart paper in an aesthetic way. He made a pinhole camera, a colour wheel but not the stand, he refused to make a periscope because he knew about it in his previous group and made it. He has a good knowledge and interested to know something deeper. He should be given more opportunities in future.

Hydro Energy by Nalini Puri

Children selected different topics related to energy. Nalini selected hydro energy to know about it in detail. Her curiosity was to know how electricity is generated in the working of hydro power plants.



Aim

- 1) To have a detailed idea about how electricity is generated by hydro power.
- 2) To know how energy transfers from one form to another form. (potential and kinetic energy)

Objectives

- 1) What is hydro power ?
- 2) The process of producing electricity.
- 3) How dynamos work.
- 4) How does a water wheel work?

Activities

- 1) Collection of information on hydro energy, pictures of dam projects.
- 2) Make a model of dam project.
- 3) Draw a free hand map of India and show different places where hydro power plants work.

Evaluation by the teacher

Nalini completed her project within a fixed period of time. Her independency in learning was spontaneous through this project. she is no more dependent on diya. Except that guidance is needed off and on. Nalini put all the information in a diary. She made a model of a Dam project where she showed how water comes through a pipe and rotates the water wheel to work the dynamo to produce electricity. Nalini drew a free hand map of India where she showed various places where hydro power plants exist.

Solar Energy by Amba

Amba's selection was solar energy. Amba is so artistic that in each piece of her project one can see her artistic work.

Aim



- 1) To understand solar energy in detail.

Objectives

- 1) Sun is the source of all energy.
- 2) How solar energy is used now a days to minimize the crisis of energy?
- 3) How energy is generated in sun?

Activities

- 1) Collection of information about solar energy.
- 2) Presentation of the information in file.
- 3) Oral presentation to the whole group.

Evaluation

Amba collected information and put all the information by making a nice and artistic file. Her web chart showed various topics related to solar energy such as photosynthesis, silicon solar cells, air, water, drawings, nuclear, sun, cookers, heat, satellites, trapped heat and uses of solar energy

quizzes for all. Innovative way of representation of information is one of the best qualities of Amba. She refused to do the oral presentation. Amba represented all the information together in a sequence which shows her proper organization of thoughts.

Sound Energy by Isar

In our group project energy, Isar had selected sound to go ahead as his individual contribution to this group project.

Aim

- 1) To gain information and to know sound as a form of energy.

Objectives

- 1) To do the experiments to show how sound is created.
- 2) How our human ear receives the sound.
- 3) To learn various things like pitch, noise, musical sound, friction, frequency, meas-



urement of sound, how sound transfers through solid, liquid and air.

4) How do we produce and hear sound?

Activities

- 1) Collection of information related to sound, frequency, pitch, noise, measurement of sound etc
- 2) Draw a human ear and label different parts and describe how we hear sound.
- 3) Draw larynx of a human being and describe how we produce sound.
- 4) Make a toy telephone to show how sound passes through solid.
- 5) Make musical instruments to show various kinds of pitches.

Evaluation by the teacher

Isar collected various information on sound, pitch, noise, measurement of sound, intensity and frequency of sound. He drew a human ear with colour and described in brief how we hear sound. He made a toy telephone to demonstrate how sound passes through solid which was perfectly working. He filled up four small plastic bottles with various sizes of stones to show various pitches of sound which helped Isar in his sense development.

He was really focused and concentrated by doing this project which showed his great interest to learn about sound.

Electricity by Ujjwal

Ujjwal selected electricity as an individual project for himself in the group project electricity.

He was keenly interested to know about electricity by doing experiments. He is intelligent enough to guide himself for collection of information with less guidance of diya when he is interested in learning.

Aim

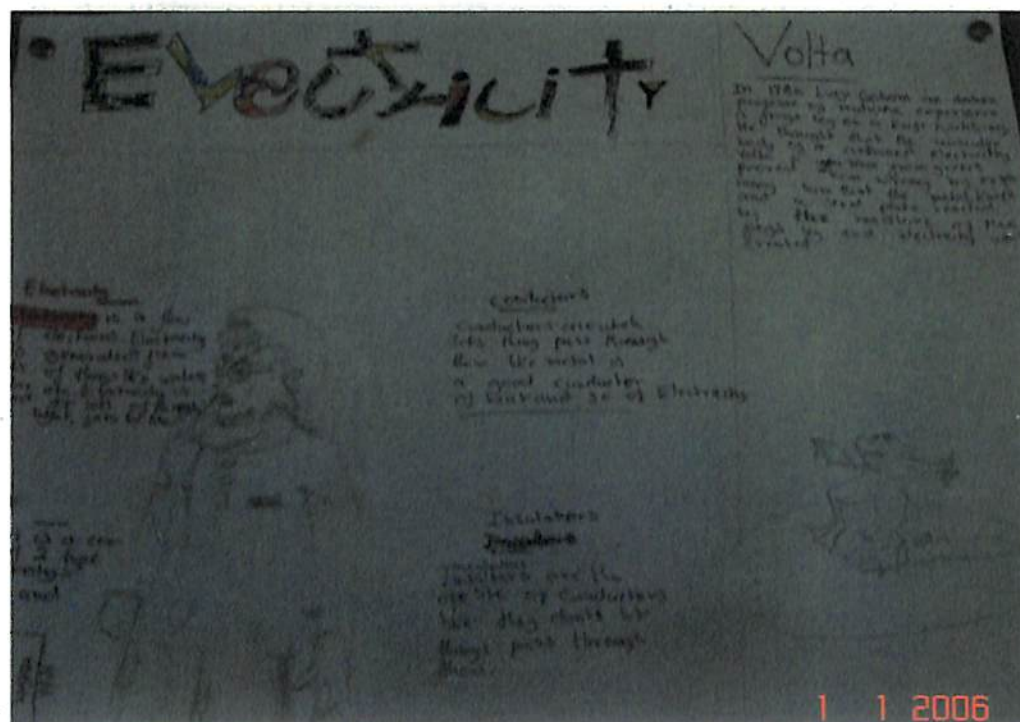
- 1) To know in detail about electricity.

Objectives

- 1) To know about various symbols used for electricity.
- 2) To have a complete idea that what is conductor, insulator, circuit, different kinds of cells, how it was invented and scientists who have researched about electricity.

Activities

- 1) Collection of information about electricity.
- 1) Written presentation about the information.
- 2) Making of a simple circuit.
- 3) Making of a switch.



Veracity Group

- 4) Make an electric quiz game.
- 5) Making of an electric motor.
- 6) Making of an electric galvanometer.

Evaluation by the teacher

Ujjwal collected all the information that he was supposed to collect within a given period of time. He presented information on chart papers by drawing symbols and a picture of a scientist. He described conductors, insulators, circuit, volta's experiment on electricity, how Benjamin Franklin discovered lightning was a form of electricity by flying a kite, how electricity is a flow of electrons, how the word electricity came into existence. He organized his mind and time and did his project. He didn't offer to make models of different kinds of things. INDIVIDUAL PROJECTS

Solar System by Shreya

As an individual project Shreya selected solar system as she was interested to know more about it.

Aim

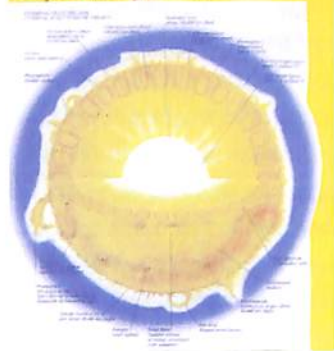
- 1) To know details about the solar system.

Activities

- 1) Collection of information on solar system.
- 2) Compilation of all the information in a file in a systematic order to organize the mind.
- 3) Both written and oral presentation to the group.

VeraCity Group

ring particles that escape from the corona rise to the solar wind, which streams through space at hundreds of kilometers per second. The chromosphere and corona can be seen from Earth when the Sun is totally eclipsed by the moon.



Evaluation by the teacher

Shreya as an independent learner collected all the information easily from the diya and parents. Through this individual project she has built her confidence as an independent learner. She has described in detail each planet, the sun, the moon, comets, asteroids and meteoroids. Shreya has collected pictures related to external features and internal structure of each planet. After compilation of informations in a given period of time she presented to the whole group and conducted a quiz in the group. Her presentation was unique in terms of confidence and clarity.

Project on Natural Disasters

Aim

- 1) To know how natural phenomena happen.
- 3) To take precautionary methods before it happens.
- 4) To be aware about the various symptoms it carries

Meteorites by Shubhuvan

In our project natural disaster Shubhuvan selected meteorites. As some guidelines were given to him he has used them. He collected information about meteorites. This was about

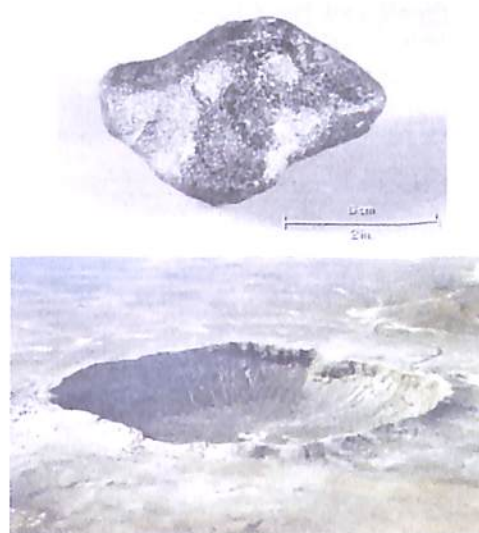
- 1) what are shooting stars? Are they really stars?
- 2) What is the difference between a meteor, a meteorite and a meteoroid?
- 3) Why do meteors occur?
- 4) What are the effects of a meteorite hitting the earth?
- 5) When do "meteor showers" happen?
- 6) Describe a significant event of a meteorite hitting the earth? Write the name of the country and the place where it happened. What were the ill effects of that incident?

Activities

- 1) Compilation of a file collecting all the basic information.
- 2) Collection of various pictures related to meteorites.
- 3) Collection of some of the incidents caused by meteorites.

Evaluation by the teacher

Shubhuvan compiled a file in which basic information was put in a proper sequence. The content of his file had an introduction, definition, formation and occurrence, impact, effects, conclusions and refer-



ences. He has gone through the basic guidelines given to him and independently worked on it. His collection of pictures also showed the effects of meteorites.

The uniqueness of his presentation was that he put all the information in an organized way. He orally presented his project to the whole group with a lot of clarifications.

A project on Todas by Saadhvi

Once Saadhvi was keenly interested to know about the Todas. Todas are tribals who live in Tamilnadu. She went to Ooty in the month of June last year and saw their life style, their clothes, habitat, jewellery, hair style, etc. Her trip to a new place encour-

aged her to do a project on it. Visiting a new place brought learning in her life.

Aim

Saadhvi had heard about the Todas before she went to that place. When she was in that place she was reminded about the Todas. Her curiosity about the Todas encouraged her to collect information, collection of pictures, and experiencing by seeing their life styles.

Her project

Saadhvi compiled a file on the tribe Toda tribe. She collected information regarding their life style, sports, children, men, women, hair style, jewellery and fabric made by them. She took a photograph wearing a saree of a Toda woman, which looks very beautiful.



Evaluation by the teacher

Saadhvi's curiosity and her trip encouraged her to do the project. Her compilation of file collecting information and pictures was commendable. Independent learning and self research were the two important things that emerged through this project.

Island Project by Aarohi Narain, Labonie and Aarohi Agarwal

The project helped Aarohi Narain, Labonie and Aarohi Agarwal to plan, organize and work together as a team.

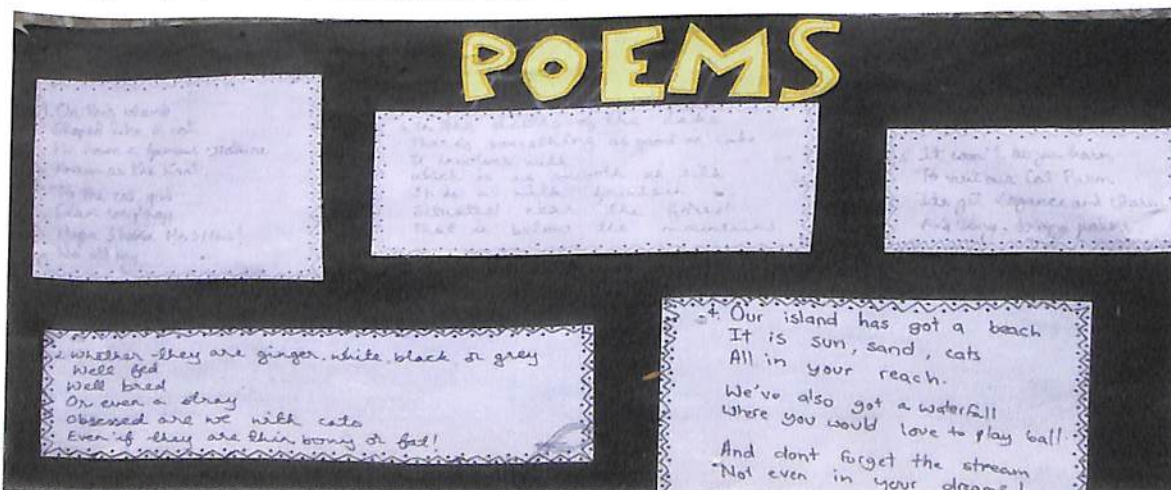
The project was thoroughly enjoyed by Aarohi Narain, Labonie Roy and Aarohi A. Presenting the project gave a boost to their confidence and for some others brought an awareness on areas they need to work on.

The project displayed their creativity to the hilt. Once the project was undertaken they planned clearly and accurately and thought of every detail to the minutest precision. Every step of

the work displayed logic and was extremely detailed with descriptive writing and painted a vivid picture. The models made were beautiful.



The presentation which was done with absolute clarity had the children from their group and the junior groups enthralled and spellbound. Overall a very enriching experience both in terms of language and creativity.



ACTIVITY MAP YOUR ISLAND

VOCABULARY
Geographical feature

SKILLS
Speaking: Making
Suggestion;
giving direction

Grammar
Giving direction using
'present simple tense'

Writing: labels

FLY THE FLAG

use of
'represents'

writing the
description of a flag.

FANTASY CREATURE

describing habits
and habitats use of
'has got'

Revising for colors
shapes creativity
Descriptive writing designing.

IDEAL HOMES

passive
'is / are made of'

Descriptive writing of
home
Creative writing.

CELEBRITY GUESTS

Inviting
Writing an Invitation

Adjective for
describing people.

TOUR OF THE ISLAND

Present simple for
itineraries
Places
Times

Describing an
itinerary

MAKING MONEY

Past simple
Past perfect

Write a historical
account, narrative.

LEADER (PAST HERO)

Writing a Biography

FANTASY HOLIDAYS

Use of 'can, must'
Comparative and
superlative
adjectives
present simple
present continuous
Geographical
Feature

Writing information
for a travel brochure.

ISLAND SONG / POEM ISLAND NEWS

Present tense
Past tense
Future tense
Reported speech

Creative writing
Writing
news paper
articles
advertisements

We observed that in this group there were children of varied interest - interest in experiments, technology, being with nature etc. so we thought this 'Light' project can fulfill each one's need.

Aims

- >> To work on study skills - Laboratory usage, referring books of different kinds and comprehending the facts
- >> To work on thinking skills - concepts formation, logical questioning and reasoning, clearing the doubts
- >> To work on the social skills - organization, interaction with their colleagues, accepting their views and ideas, getting feedbacks and improvisation (using qualities like harmony, cooperation, friend-

- ship, courage etc. as the torch light)
- >> To understand the basic concepts of light: properties of light - reflection, refraction, diffusion, lenses, mirrors,
- >> Uses of light and it's properties in everyday life
- >> How does a camera, telescope, periscope and our eyes work?

Activities

Most of the activities are listed here demanded the involvement of more than one part of the being. Still we categorized them under physical, vital, mental and psychic for clarity and better understanding.

Physical domain

- >> Sunbath (in winter season only)
- >> Surya namaskar

- >> Play the game light and shadow
- >> Play darkroom (hide and seek in dark)
- >> Play with different types of mirrors (Photo: experiment mirror)

Vital domain

- >> Make a shadow puppet show, the puppets for it, write script and present it. Photo: Shadow Puppet
- >> Make goggles with different coloured cellophane paper, wear them, note down your feelings with each colour - how the world is looking through colours.
- >> Make Clay diyas, decorate them
- >> Glass painting
- >> Mix and explore with water colours, make a collage with one or two colours, using different shades
- >> Make patterns with blowing inks
- >> Make Periscope (Photo: making

periscope, making periscop1)

- >> Watch the sunrise and sunset, note down your inner and outer feelings and observations
- >> Tell stories, which involves the higher vital qualities (using knowledge as light)
- >> Colours have moods, reflect what they do to you, in a story form and wearing different coloured clothes in different days

Mental domain

- >> All the concepts listed above
- >> Reorganization of colours
- >> Give each colour a new name that expresses this colour best
- >> Make a sundial, kaleidoscope, and periscope, pin whole camera
- >> View through microscope, telescope and camera; learn their parts and functions



- >> Other scientific work with mirrors (Photo: Experiment with mirror)
- >> Mirror writing (Photo: mirror)
- >> Can you believe your eyes? (Optical illusions)
- >> Interview a photographer and a doctor (regarding the use of a camera and microscope)
- >> Write stories, 'Colour' and 'Light' as themes (separately)
- >> Taking photographs

Psychic domain

- >> Chant Surya namaskar mantras
- >> Meditation on light
- >> Tratak meditation - look at the burning candle without blinking and having no thoughts
- >> Light brings clarity
- >> Inner conversation with light
- >> Relax and let light travel through your body
- >> Make a drawing of light while playing

- soft meditative music
- >> Contact the light, and, if you want, the shadow-side inside your-self; any progress you want to make?

Outings

Visiting: Dark room
National Science Museum
Nehru Planetarium

Evaluation: The project lasted for one month. The children enjoyed the project thoroughly. The most exciting activities were night spend, taking photographs and visiting National Science museum and Planetarium.

What you felt about the project Light?

The project 'Light' was very interesting. The part when we studied the Camera and saw shutter opening and closing and when we did lenses and went to the dark room to see

the images how they form in an concave and convex lenses, mirrors. Colour was also a lot of fun when we stayed back in school and saw the secondary colours and saw through the telescope the moon and stars. We did have lot of fun that day for sure. Then when we went to the planetarium we saw the show and our telescope got fixed that was also lot of fun in the light project. There was not too much of study - study - study. We also had lot of fun. I enjoyed the light project very much. I think it was one of the best topics we have done.

By Ammu

I liked the night spend and the photo sessions the best. I did not know anything about taking photos with SLR camera and now I am nearly confident about what shutter speed and aperture to set. I did observe that most of my photos are too bright. In the exhibition it was a bit boring since

mostly small children who did not understand anything came.

By Jonathan

Our topic Light was very interesting. I really enjoyed the night spend at school, which included the light experiments, looking at the space with a telescope and discussions about them. I liked going to the Ashram Dark Room to see the black and white negatives being developed. Taking photograph with a SLR camera was in formative, fun and knowledgeable. The exhibition was very nice as well. I have learned camera colour, lenses mirrors, five optical instrument, eye, properties of light, mirages.

By Kabir



My Notes

Humility Group, Age: 12+ Years

Why did we select this topic?

Children were keen interested to know about their body and the system which works inside it. In the previous project they had learnt about plants and its functions. In human body project they choose to do individual topics like-

- >> Digestive system
- >> Respiratory system
- >> Muscular system
- >> Nervous system
- >> Transportation

Aim

To know about our own body and how the organ systems work.

Aabsher, Amani, Adrija,
Aadya, Barkha, Dhruv,
Kamalini, Maadhav, Prerna,
Vishnu, Vihan, Sivasankar,
Shivansh

Objectives

- >> To create awareness about our own body.
- >> To explore more on human body.
- >> To develop their artistic skills like making charts, models, drawing and painting etc.
- >> Gain some information about these system that how they work .
- >> To relate how the cooperation of the organ systems are similar to the cooperation needed with partners when we work.
- >> Make them independent learner that they can collect some information from various sources.
- >> To develop their imagination and remove their fear by asking questions and taking individual interest.
- >> To develop sense of responsibility and physical organisation of thoughts, presentation ideas and materials

There were many games and presentations which were done by the children during this topic.

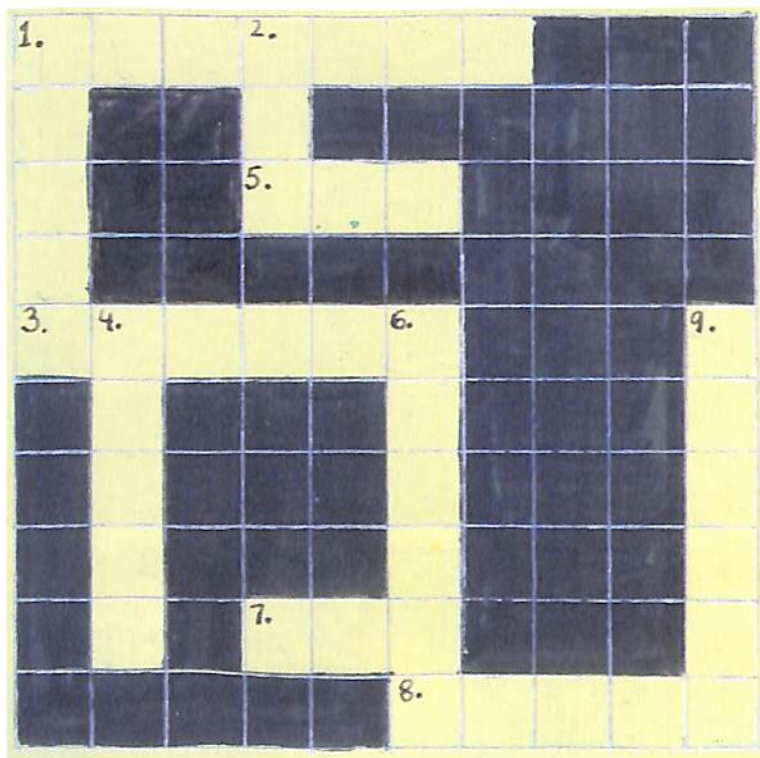


Humility Group

Activity 2

Cross word puzzle on skeletal system

Purpose is to name the special bones and their functions



Across

1. Ulna is one of the two _____ bones (7)
3. The other bone of the forearm (6)* (UISDAR)
5. The _____ cage protects the heart and lungs (3)
7. Phalanges are present in fingers and _____ (3)
8. There are _____ types of joints (5)

Down

1. Long, strong thigh bone (5)
2. The stirrup bones are located in the _____ (3)
4. _____ skeleton consists of the skull, backbone, ribs and sternum (5)
6. The joint which enables movement in many directions is called ball and _____ joint (6)
9. The pelvic _____ is the hip bone (6)

* Jumbled

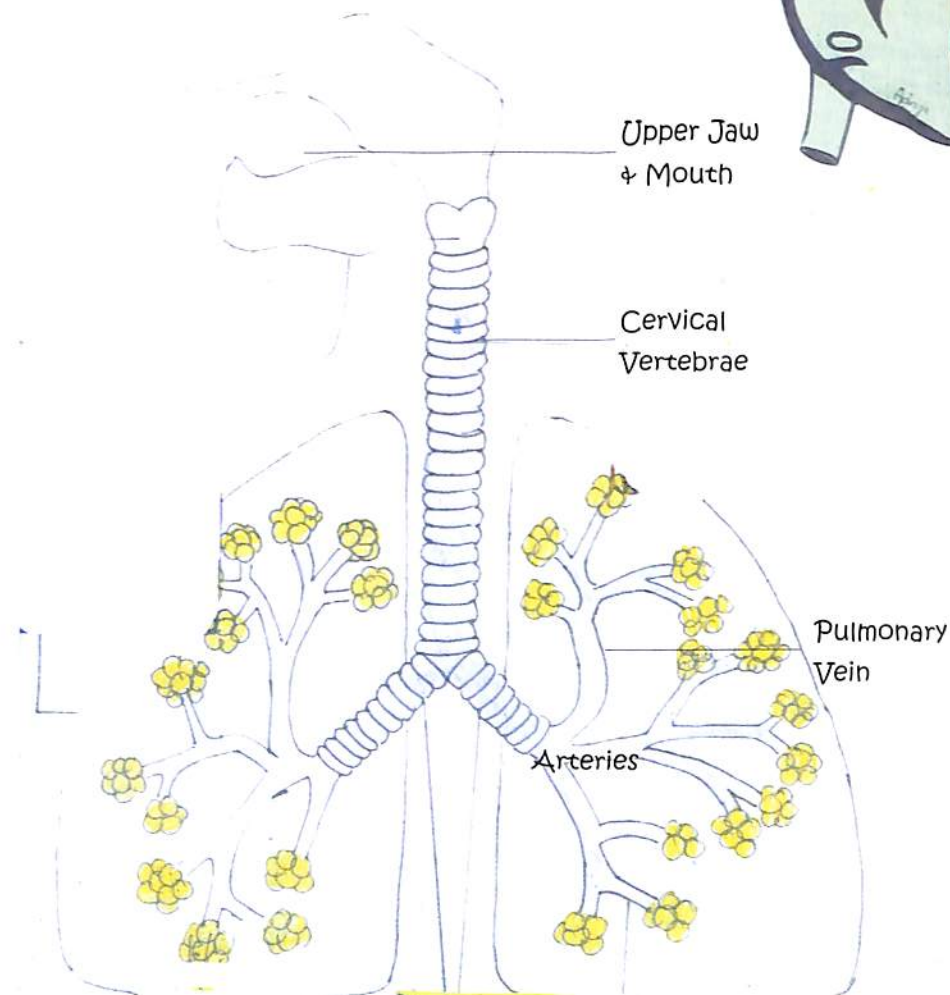
Madhav

Activity 3

Identification of parts of our lungs and heart. To develop the memory



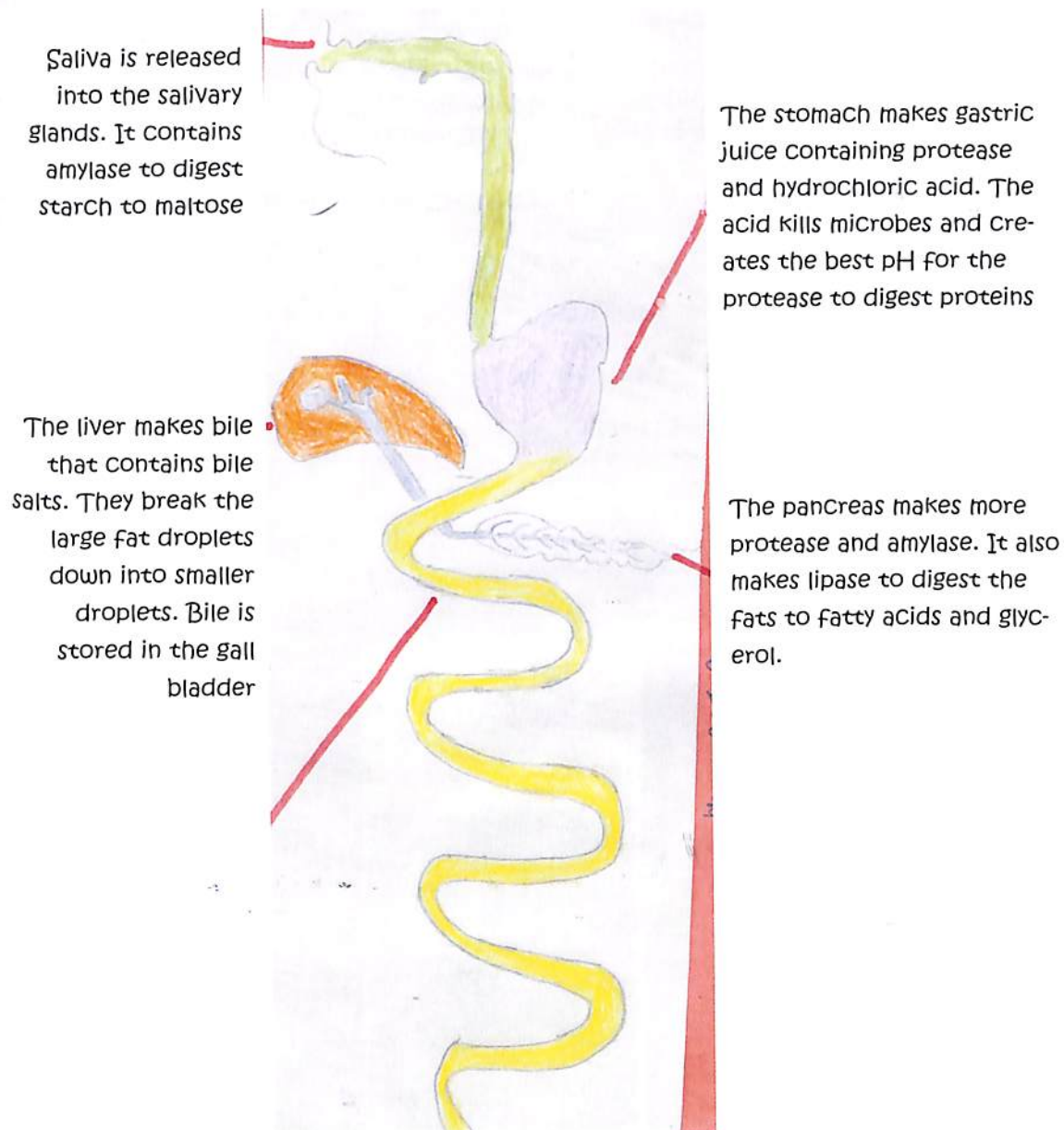
Name the parts and the organ



Humility Group

Activity 4

How food is processed through the Digestive Sysytem and to be aware of the human Digestive Sysytem and how it works



Activity 5

Yes or No

- | | | |
|-------|--|----------|
| I. | Brain, controls most functions of the human body. | Yes / No |
| II. | We can live without a brain. | Yes / No |
| III. | There are 5 association areas in the brain. | Yes / No |
| IV. | Association areas help us to think. | Yes / No |
| V. | You can touch, feel, smell and hear because of your sense organs. | Yes / No |
| VI. | Ears are sensitive to sound and enable us to see. | Yes / No |
| VII. | The hearing area is in the front area of the Brain. | Yes / No |
| VIII. | The Brain is a delicate organ and is the most important organ is the nervous system. | Yes / No |
| IX. | Motor areas control muscles during movement. | Yes / No |
| X. | Medulla is the root of the brain and dumb shaped. | Yes / No |
| XI. | Sensory areas receive the messages from the veins. | Yes / No |
| XII. | The nervous system includes brain, spinal cord, nerves and sense organs. | Yes / No |

Humility Group

Activity 6

To develop the reasoning of a child
Choose the answer from the list given below

What does a 'Dendron' divide into?

- A. Dendrites
- B. Rhododendron
- C. Axon
- D. Bronchiole

Give another word for "voice Box"

- A. Alveolus
- B. Trachea
- C. Larynx
- D. Septum

What is stimulus? What is the plural for it?

- A. stimuli
- B. stimuses
- C. stimuleaux
- D. stimulate

What is the divider of chest and abdomen called?

- A. Stomach
- B. Lungs
- C. Diaphragm
- D. Bio-dividerean

Name the four chambers of the heart.

- A. Left and Right ventricle and Auricle.
- B. Higher and lower ventricle and Auricle.
- C. Eastern and western ventricle and Auricle.
- D. Rew, Lew, Brow, Learow

What are sensory Nerves?

- A. Nerves that carry a message to the whole body from the brain.
- B. Sense thing that happen in the brain.
- C. Nerues that carry a message from the whole body to the brain
- D. Give response to stimuli

What are motor nerves?

- A. Nerues that help the body move.
- B. Nerues that carry a message from the brain to the body.
- C. There is no such thing.
- D. Help drive motor cars.

What do arteries do?

- A. Carry blood away from the heart to the whole body.
- B. Nothing at all.
- C. Carry blood to the heart from the whole body.
- D. Clean the blood

Activity 7

To get acquainted with the words and recalling the system.
Jumble words (arrange the words below)

DDEENTRIS
IVIONS
ITUSIML
NENRODD

SELMUC
TROFFEEC
ESPNORES
UENNOR

NCSDILNPORA
YBDO
RRECTPO
TFCNNUIO

FFRATENE
SGMEESA
RNEOUN
ETHAR

Evaluation

Apart from these activities children had a question answer and a quiz session between themselves. They experimented on looking at cheek cells, blood cells in the science lab and practically got to know more through observing their own body. When they understood why there was disobedience in their system. They showed more interest and more enthusiastic during this project and eagerly finished this project. Every one did their presentation to the group and whenever they were in doubt, they asked their facilitators.

During the first step of this project, some of them were confused as to how to choose their individual topics. They collected more information from various books, from resource materials, some resource persons and tried their level best to make their topic as beautiful as possible.

It was a nice experience for me to do this project because I learnt many things about a human body and I also clarified some doubts through this project. Children enjoyed this topic lot and also learn more things about their own body. It was really nice to learn with the children.



The Animal Farm by
George Orwell
Our Illustrations



Aspiration Group, Age 13+ Years

A Timeless Journey

It has been a long and exciting trip lasting this last decade. Now summing it into a couple of pages seems hard. So all I can do is try.

When I first stepped into mirambika, I knew this was it - this was my future. It was a place where I was free to do what I wanted and there was no one to stop or unnecessarily correct me. My first few hours were spent on the swings (the tire in the neem grove!) with a senior girl. This was the place I made my first and all my friends in Delhi. Mirambika appeared as this cool place with huge fields to run in, sand-pits to play in and food which could be eaten by hand (rather than spoons). And there was freedom to choose.

My first impressions of Mirambika were not wrong. It was a place I — I guess to love, but I realized that the freedom provided had to be utilized well. When it was given, it had its boundaries and my freedom ended where another person's freedom began. Mirambika let me learn what learning was, the joy of learning and discovering things myself. It let me follow my passions and allowed me to be creative. Creativity had no bounds but it had points which had to be remembered. Creative writing, for example, needed proper grammar, expansion of vocabulary and love for writing. And this is how Mirambika taught.

I later missed the music classes which were forced on me and which I detested till the very end. I realized that the weekend workshops and playing together in the orchestra had left an unforgettable mark on me and my ability to appreciate Hindustani Classical music.

Another thing for which I feel strongly for mirambika is the nurturing of my independent mind. From an early age, pushing us to make our own decisions was tough, but I realize now that I have finally emerged from the shadows of my elders and can stand on my feet to think independently (unlike some of the other non- Mirambika children of my age I have met).

I have learnt the value of friendship, of unity and of perseverance. How academics are just a small part of life and how physical, vital and spiritual development are necessary in each one of us. It has taught me how teachers are like friends sharing everything in our journey and how mathematics is the most fascinating area of study and not something scary.

However, the most important thing I have learnt is how to appreciate all I have been given. One thing is for sure, I'll always remember this journey all through my life.

Advika



Limits or Love

I thought I saw a man
walking in misery, for
his children had divided his house
into equal parts; and later
threw him out of their lives.
Why, but, had they done that-
he had no answers
for he was a sad man and a sad man
rarely has answers.

Boundaries for some, I guessed, meant
a limit of what they have- greed,
for others, they were a sign of power-
a result of conquering others power.
And for some, they were used as a protection
but for the noblest they meant
nothing at all-
neither money nor enmity not greed
NOTHING but mere toys with which children play.

And then I thought:
what if boundaries were not there-
would there be one world filled with
unity with each other
where love is not just a dream,
a place with care for each other
and peace a standard

Would enmity be destroyed
and light be revealed
would there be less of war
and would possessions become less important?

Could boundaries become meaningless?

Advika

Aspiration Group

My most memorable moment

The moment I realised what I wanted to be

I was sitting in my veranda, staring at the scorching sun outside and hoping the rain would fall on this summer's afternoon. Sweat poured down my neck and I could feel my head warming up. Boredom filled me and I wasn't even trying to entertain myself.

I got up and went back into my house. I switched the fan on. "Oh no!" I groaned to myself, there was no electricity. Just as I was about to go out, a sudden urge to write struck me. I walked to my laptop and sat down in front of it. My hands moved on the keyboard, typing everything I thought. A thrill of excitement rushed down my spine. I was writing my first book and I had to submit it by the end of the summer vacations.

As I wrote about the characters and what they were doing, I became one of them. And oh! how I wished I was one of them. As the story developed I got more and more engrossed in it, each scene got me more hyper. It was even better than reading a book. Everything I was feeling was on paper, like magic. I wrote for about half an hour and had to leave the computer as the battery was only 2% now. With a sigh, I left the computer and lay down on my bed, imagining what I'd write next time, like painting a picture in my head. As I closed my eyes, I felt a sudden gush of wind and a creaking sound. I opened my eyes to find the fan running. The electricity was back! I ran to the laptop again, the excitement bubbling in me all over again. Just as I was about to touch the keys, it struck me. Nothing excited me more than this, I was made for this. It all made sense again. Writing was the right thing for me and that was exactly what I am going to do. Be a writer!

Electricity and Magnetism

We did a project on electricity and magnetism. In electricity we learnt the uses of fuse, and among other things, earthing, etc. We were taught how to calculate the cost of electricity in our house. I also got to know how electricians make their diagrams showing the electrical circuits in our house. We learnt different laws such as Ohm's, and need of resistors. All this was new and interesting to me and I was very keen learning about it. I learnt with enthusiasm about the working of conductors, insulators, electrical cells and electrical circuits.

What makes 2008 memorable

I will not forget this year's Sports day, as it was the most fun filled day of 2007-2008.

The sports day that I enjoyed the most was on 6th December. The day began with a march-past, which went well. However, the speech that we all had to give after that went terribly wrong. We all were mumbling and no one could hear us. But that embarrassment was only momentary. After that we had a hurdle race. Though we did not win, still it was fun. Then came the biggest event of the day- THE MARATHON. It was a three kilometre run and more than 30 kids participated

Just like electricity, magnetism was a new topic to me. The new topic amazed me! I was astonished seeing the diagram of the magnetic field and shocked when saw it in front of my eyes. Its ripple and attraction was just like magic. Once you block the magnetic field (obstruct it with an object) the ripple and attraction will stop. I learnt the strength and polarity of a magnet, and got to know how to make a magnet (magnetize a rock), I tried it and it worked (though it was magnetized for a small period of time)! I read the history of magnetism and noticed like other discoveries, magnets were also discovered by accident. And the

in it. It was by far the most tiring of my life! After the first lap I felt exhausted. The second seemed comparatively easier as I was not competing with anyone as such. The people in front were quite ahead and the people behind were kind of too behind. I was isolated. The third lap seemed much easier as the goal came nearer, and I was far more relaxed. The fourth round seemed the easiest as I was half walking and half jogging that also at a much lower pace. After the marathon, everyone was exhausted. It took us 30 minutes to be able to walk properly and nearly 3 days to recover. The matches after that was fun as we all played well and reached the soccer finals. But still we all would have played much better if

best part was that magnets could produce electricity!

To make this trip interesting, we were taken to an electrical factory, in Gurgaon, owned by a Mirambikan parent. We saw how tube lights, bulbs and other electrical appliances were made. Over there we were given two magnets and asked if we could separate them. We were given a clue too; but we were not supposed to use strength but our sense. After the trick was found, each one of us tried it and saw that it was not tough at all. We learnt a lot of thing and enjoyed ourselves.

Shubham Basu

we hadn't already run three kilometres.

By now all of us were hungry so we went and ate the good food in the dining hall. The rest of the evening we spent playing the novelty games, which are certain games are made by the diya's for the teachers.

Sports day too has a deeper meaning than a normal day filled with sports. It is mirambika way of teaching the children certain qualities like endurance during the marathon and good sportsmanship.

All these activities made it a great day perhaps the best in the 8th grade.

Madhav Kumar

Aspiration Group

From Vision to Reality!

As I step onto the path, the Sunlit path,
A new day, is on its way.
I hear the squirrels and the birds, and the
whistling trees that sway.

I slowly take my steps ahead,
To reach that place,
Where I am, who I am.
Coming to this place, no one can ever

regret.

Here, I started looking at that one person,
with hatred, anger and fear.
Negativity was easy to look at, however,
the positive was hard to find.
It took me time, but with love, affection
And courage, I looked at the person
One day...that one person, was me, you see!

Since childhood, as the years went by, the
lively hood,
Friendship and support grew by leaps and

bounds...

Delicious food, playing tricks, mud and
Making a mess, whacking people, giggling,
Joking, have to admit, a bit of learning...
It was way better than it sounds...

Memorable are those moments...
Those visions are still visible to me...
The big black ants, which seemed
Bigger than us, then...
And most of all, I'd remember
The tree house on the junior park trees...

Moments like these, I can keep
Remembering, but now its time to
Come to an end.
Coming to Mirambika,
Was never a mistake
I'll never regret this fact...
'Cause Mirambika really is such
A special place!

Shohini

It's important to know ... You are, who you are...

Everybody aspires to be someone, or
at least has some aspirations. Maybe
of becoming something and more than
anything else, to be a person who is
good at heart. Throughout my life, I
have earned some qualities from peo-
ple around me and the atmosphere
around me. Since my childhood,
Mirambika has really been like a sec-
ond home. The atmosphere and the
people here. I have really learned a lot
here, learned to have qualities like
equality, perseverance, courage and
determination. This is some of what I
have learned here and much more
than that. Mirambika is a place that
has really made me discover myself. It
has taught me to look within myself,
go deep into myself, and figure out
who I really am.

One important thing that I have

experienced through this journey of
life is that the best way through
which one can look within themselves
is when the person is at peace — at
peace with themselves and the world
around them. This moment of peace
can generally be found during the
time of meditation. Meditation some-
times is what makes the people be
themselves. At least for me, during
the time of meditation, I am only with
myself. I think of nobody around me,
and no outsider can disturb me dur-
ing meditation, because I'm so deep
down into my thoughts. Outside nois-
es don't distract me sometimes
because I'm concentrated on myself.
This is what I have experienced,
learnt and this is what I understand
of meditation. And this is truly what I
have learnt in Mirambika.

Along with meditation, I have
learned a lot of other things, out of
which, something that I consider
being extremely important is respect. I
believe that it is very important to

respect people around you and more
than anything else respect yourself.
Through the journey of life if you
don't respect yourself, it is very hard
to move ahead in life. We should
always try and respect, appreciate and
accept people as they are because no
matter how much you may dislike a
person, every person has a good side.

I have learned one thing that I
would really want to mention — it is
that when someone is saying some-
thing, even if you think it is wrong,
just listen to what the person is saying
and respect it. As I'm sure they have
a reason behind saying what they are
saying. Don't just straight away say
that they are wrong. And when you
know yourself that you are right, it is
not always necessary to justify your-
self.

These are the few very important
points which I have learned through
the years that I have spent in my sec-
ond home... Mirambika.

Shohini

Being in mirambika

I have been here from the age of three and a half, and have
learnt a lot about and from it. Mirambika taught me almost
everything I know. And academically it taught me how to
self study, take notes; prepare charts and so much more.

The freedom that they gave us was a lot of fun. We may
have utilized it or wasted the opportunity, but still we did
learn something. The best thing about Mirambika is the
freedom and the unique way of learning; how the teacher
tells and explains, instead of going by the books. Also the
open environment makes a child feel good. But when a child
reaches 8th grade it is very tough for him to get used to
conventional methods of learning like tests, exams, and
studying so much. In 8th grade the child has to start get-
ting used to a conventional school which is totally new to
him or her. He/she needs to take a lot of initiative, and do
self study. But still the worst part is the sudden rise in
study.

I think that mirambika should gradually raise the amount
of study from 5th onwards, instead of from 8th.

Nonetheless mirambika has been a great experience, and
the best I'll ever have.

Madhav Kumar

mirambika

TEACHER EDUCATION INSTITUTE
Research Centre for Integral Education and Human Values
(A unit of Sri Aurobindo Education Society)
Sri Aurobindo Ashram - Delhi Branch
New Delhi - 110016



Phone:

011-26524810/26863741

E-Mail:

contact@aurobindoonline.in

Web site:

www.mirambika.org

Three years Training Course Content-Starting 15th July each year

>> Education & Principles of Education <<

>> Integral Five - fold Education & Free Progress Learning <<

>> Study of Psychology & Principles <<

>> Planning, Implementation and Evaluation <<

>> Resources Management & Development of skills <<

>> Language & Communication <<

>> Theatre, Music, Art in Education, Physical Education <<

Application Procedure

Application forms are available on payment of Rs.50/- either by cash or DD.

Fees

No fees are charged since the course is based upon a spiritual philosophy.
Free board & lodging is also provided.

Selection

Selection will be done at a camp in Nainital or Delhi in the month of June.

Eligibility

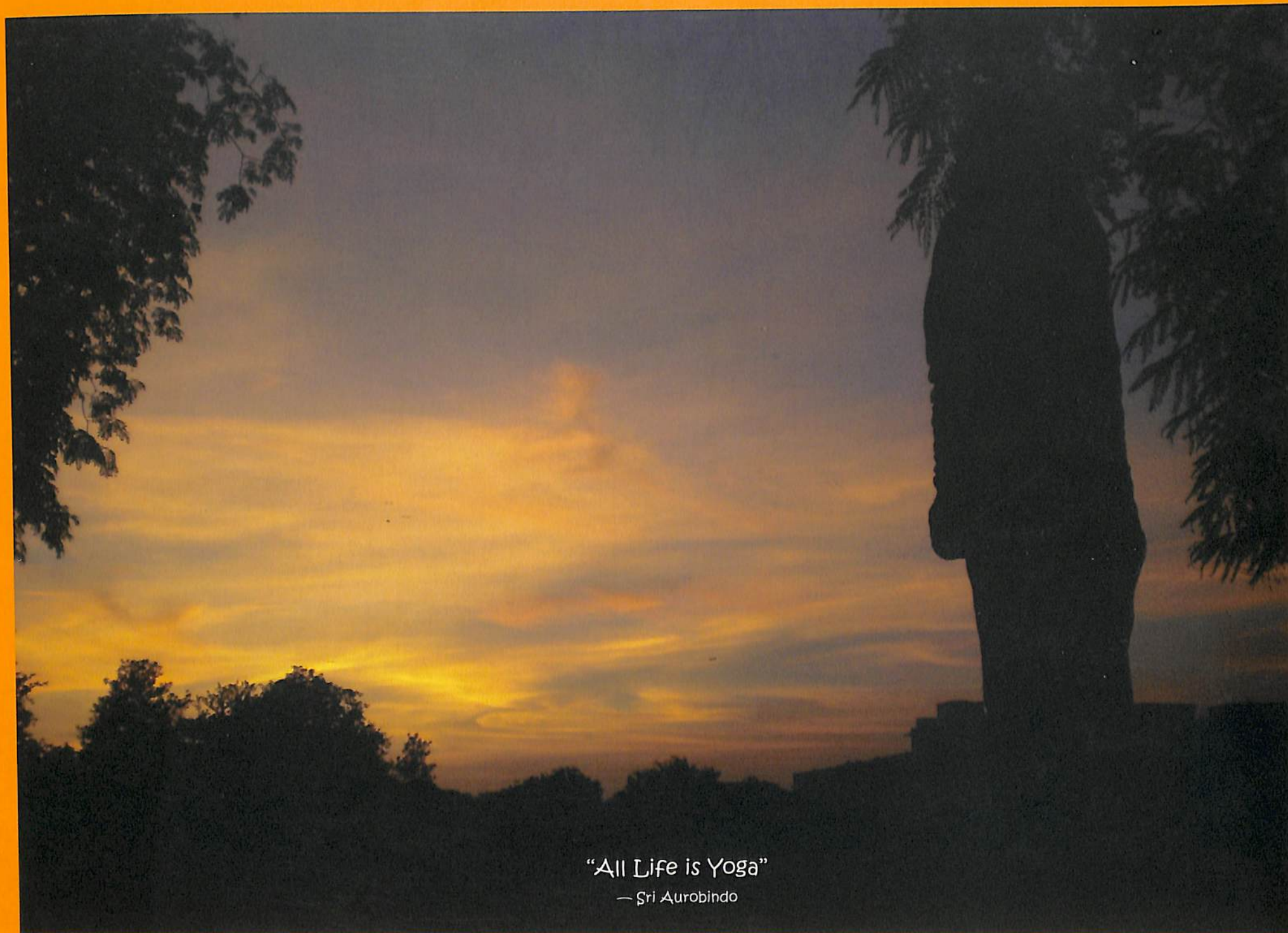
(Basic knowledge of English is essential.)

a) Nursery Teacher Education: Class XII

b) Elementary Teacher Education: Graduation

Wide Circulation

We request your kind help to circulate this leaflet
as widely as possible amongst probable candidates.



“All Life is Yoga”

— Sri Aurobindo